

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180058**

**Grants.gov Tracking#: GRANT12659104**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180058

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: The Regents of the University of California

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

94-6002123

\* c. Organizational DUNS:

1247267250000

### d. Address:

\* Street1: c/o Sponsored Projects Office

Street2: 1608 Fourth Street, Suite 220

\* City: Berkeley

County/Parish: USA

\* State: CA: California

Province:

\* Country: USA: UNITED STATES

\* Zip / Postal Code: 94710-5940

### e. Organizational Unit:

Department Name:

Inst for South Asia Studies

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix: \* First Name: Erin

Middle Name:

\* Last Name: Lentz

Suffix: JD

Title: Contracts and Grants Officer

Organizational Affiliation:

Sponsored Projects Office

\* Telephone Number: (510) 643-2152

Fax Number: (510) 642-8236

\* Email: erin.lentz@berkeley.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

National Resource Center & Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="603,331.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="603,331.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

The Regents of the University of California

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	148,213.00	152,479.00	156,874.00	161,400.00		618,966.00
2. Fringe Benefits	60,900.00	62,728.00	64,609.00	66,547.00		254,784.00
3. Travel	6,360.00	2,160.00	2,160.00	2,160.00		12,840.00
4. Equipment						
5. Supplies	21,062.00	18,417.00	16,397.00	12,397.00		68,273.00
6. Contractual						
7. Construction						
8. Other	15,160.00	17,160.00	15,160.00	12,960.00		60,440.00
9. Total Direct Costs (lines 1-8)	251,695.00	252,944.00	255,200.00	255,464.00		1,015,303.00
10. Indirect Costs*	20,136.00	20,236.00	20,416.00	20,437.00		81,225.00
11. Training Stipends	331,500.00	331,500.00	331,500.00	331,500.00		1,326,000.00
12. Total Costs (lines 9-11)	603,331.00	604,680.00	607,116.00	607,401.00		2,422,528.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 40.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The Regents of the University of California		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Erin Lentz	Contracts and Grants Officer
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
The Regents of the University of California	06/22/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="The Regents of the University of California"/> * Street 1 <input type="text" value="c/o Sponsored Projects Office"/> Street 2 <input type="text" value="1608 Fourth Street, Suite 220"/> * City <input type="text" value="Berkeley"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="94710-5940"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="DOED US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text" value="N/A"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text" value="N/A"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Erin Lentz"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/22/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1237-GEPA statement UCB South Asia Final.p

Add Attachment

Delete Attachment

View Attachment

## **University of California's Policies and Procedures on Equitable Access** **Pursuant to GEPA 427**

The University of California, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.

### **University of California's Policies and Procedures**

#### **Student-Related Matters**

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

#### **Program Accessibility**

No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens.

#### **Employment Practices**

The University of California is an affirmative action/equal opportunity employer and, as such commits itself to undertaking affirmative action, consistent with its obligations as a Federal

contractor. Such action is taken to assure equal employment opportunity for minorities and women, for persons with disabilities, and for special disabled veterans, Vietnam era veterans, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

In conformance with Federal regulations, written affirmative action plans are prepared and maintained by each campus of the University. Such plans are reviewed and approved by the Office of the President and the General Counsel before they are officially promulgated. Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

### **UC Berkeley statement**

#### **Reasonable Accommodations for Individuals with Disabilities**

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

#### **Equity, Inclusion, and Diversity**

The University's nondiscrimination policies go far in urging its people to follow principles of equity and inclusion. However, while UC Berkeley is a diverse campus, it does not mean that the campus is a completely equitable and inclusive place. Retention and graduate rates for these underrepresented student populations are not as high as for white or Asian students.

On the faculty side, overall representation of female ladder-rank faculty at UC Berkeley compares well with national peer institutions; however, the demographic breakdown by gender and ethnicity of tenured and tenure-track faculty does not mirror the national availability pool of doctoral degree recipients, and disparities also exist in advancement and promotion rates.

UC Berkeley staff reflects the diversity of the state of California. Yet, women, African Americans, Asian Americans, Hispanics, and Native Americans are underrepresented at the executive and management levels. In this regard, the University's Chancellor has announced new campus initiatives to foster a more inclusive campus, promote a "professionals of color" leadership development program. And also establish a task force to examine the challenges faced on campus by people of color.

The University's Strategic Plan for Equity, Inclusion, and Diversity specifically aims to achieve institutional change by embedding the principles of excellence, equity, and inclusion into every campus unit. At the heart of the plan, overseen by the University's Vice Chancellor of Equity, Diversity and Inclusion, is the public mission of the University of California — to welcome and serve all segments of California's population, and to conduct cutting-edge research, teaching, and public service in all disciplines, particularly in the fields that are most pressing for the economic, social, intellectual, and educational development of the state.

### **Equitable Access and the Proposed Project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs (CFDA 84.015A&B)**

Under the grants from the US Department of Education Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs, we are proposing the types of activities outlined below.

#### **Support for Area Studies Instruction**

We propose to support and add to the area courses of instruction in our world area. In order to make these courses accessible to all qualified students at the university, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media and proctoring services.

Except in the study of world areas to which they identify as heritage students, our area studies programs historically have had only a small percentage of underrepresented minority student populations, such as Black, Hispanic, and Native American. We will work with our partner Minority Serving Institutions and community colleges in California to bring more attention to these programs for these students.

#### **Support for Language Instruction**

We propose to support and add to the courses of language instruction in our world area. The same services mentioned above under Area Studies Instruction apply to students enrolled in language courses. The Berkeley Language Center (BLC) also provides faculty and students with state-of-the-art learning facilities and equipment. With these facilities, students with learning disabilities are able to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a language.

#### **Public Outreach**

We propose to support programs that reach out to the public, government officials, and business representatives to better inform these constituencies about issues in our world area relevant to them. In order to accommodate individuals who may have special accessibility needs, we will consult with the campus Disability Access Services, which provides information and assistance to the campus community and individuals with disabilities who

require access to participate in University sponsored non-course related programs or activities. We will also schedule events in wheelchair accessible buildings and rooms. We will place an accessibility contact statement on all publicity, including print ads, web pages, flyers, etc. The statement will provide an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning. We will also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, we will work with a campus group that helps web administrators and developers make their sites more accessible for all.

#### **K-14 Outreach**

We propose to provide projects that include teacher training activities on the world area of our center. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our teacher training programs.

In order to reach out to historically underserved minority populations, we will work with our partner community colleges in California to engage these instructors with our teacher-training programs.

#### **Foreign Language and Area Studies Fellowships**

We propose to provide fellowships to eligible students to become proficient in the languages of our world area, particularly less commonly taught languages. The same services mentioned above under Language Instruction and Area Studies Instruction apply to students receiving these fellowships as they are required to enroll in language and international and area studies courses.

## Detailed Description of University of California, Berkeley's Policies Related to GEPA 427

### OVERVIEW

The University of California, Berkeley (and the overarching UC system) has many policies and regulations in place to comply with all applicable federal, state, and local laws and regulations, as well as to meet the University commitment to positive values of equal opportunity, access, and a climate free from all forms of harassment, exploitation, or intimidation. These are summarized nicely in the following quotes:

"The University of California, in accordance with applicable Federal and State Law, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment." (*From Nondiscrimination Policies and Procedures*, <https://ophd.berkeley.edu/policies-and-procedures>)

"Diversity is a defining feature of the University of California and we embrace it as a source of strength. Our differences — of race, ethnicity, gender, religion, sexual orientation, gender identity, age, socioeconomic status, abilities, experience and more — enhance our ability to achieve the university's core missions of public service, teaching and research. We welcome faculty, staff and students from all backgrounds and want everyone at UC to feel respected and valued." (*From <https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html> as introduction to Regents Policy 4400: Policy on University of California Diversity Statement*)

In Part A, we list several specific policies with text excerpts of the articles most relevant to GEPA 427 and the NRC/FLAS program. These official policies are centered around (1) nondiscrimination and affirmative action, (2) nondiscrimination on the basis of sex, (3) nondiscrimination on the basis of disability and (4) provision of accommodation for accessibility. While some of the excerpts may read as repetitive due to the nature of policy language, it illustrates UC Berkeley's commitment to a diverse environment free from discrimination. This commitment is borne out further by a wealth of guidelines, best practices, services, and resources that UC Berkeley created to get to an inclusive environment with equal access for all. Since these translations of policy into practice are clearly aligned with the spirit of the GEPA 427, we provide some examples of this in Part B, starting with our Principles of Community.

### PART A. INSTITUTIONAL POLICIES

*Note:* Most of the official policies exist at the level of the University of California system. There are three main policies that cover the different university constituents:



- University of California Policies Applying to Campus Activities, Organizations and Students (PACAOS)
- University of California Academic Personnel Manual (APM)
- University of California Personnel Policies for Staff members (PPSM)

As way of providing a detailed description of each policy, we include excerpts from the policy text of the articles most relevant to GEPA 427 and the NRC/FLAS program.

All policies were current as at time of proposal preparation (June 2018).

This list was intended to highlight pertinent policies, but may not be exhaustive.

## **1. Nondiscrimination and Affirmative Action**

### **1.1 Student-Related Matters**

"The University is committed to a policy against legally impermissible, arbitrary, or unreasonable discriminatory practices. All groups operating under the authority of The Regents, including administration, faculty, student governments, University-owned residence halls, and programs sponsored by the University or any campus, are governed by this policy of nondiscrimination. The intent of the University's policy on nondiscrimination is to reflect fully the spirit of the law. In carrying out this Policy, the University also shall be sensitive to the existence of past and continuing societal discrimination." *(From PACAOS-20: Policy On Nondiscrimination, <https://policy.ucop.edu/doc/2710522/PACAOS-20>)*

"The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities." *(From PACAOS-APPENDIX C: Nondiscrimination Policy Statement For University Of California Publications Regarding Student-Related Matters, <https://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C>)*

The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

### **1.2. Employment Practices**

**General.** "The University prohibits discrimination against any person employed; seeking employment; or applying for or engaged in a paid or unpaid internship or training program leading to employment with the University of California on the basis of race, color, national

origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

In addition, the University prohibits harassment based on the above protected characteristics of an employee, applicant, paid or unpaid intern, volunteer, person participating in a program leading to employment, or person providing services pursuant to a contract.

If the harassment is sexual in nature, the University's Sexual Violence and Sexual Harassment (SVSH) policy will apply. Local SVSH resource information can be found at <http://sexualviolence.universityofcalifornia.edu/get-help/index.html>. This policy is intended to be consistent with applicable state and federal laws and University policies."

***Affirmative action.*** "It is the policy of the University to undertake affirmative action, consistent with its obligations as a federal contractor, for minorities and women, for persons with disabilities, and for protected veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with federal regulations, written affirmative action plans will be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans will be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated."

*(From University of California – Policy Discrimination, Harassment, and Affirmative Action in the Workplace, <https://policy.ucop.edu/doc/4000376/DiscriminationHarassmentAffirmAction>)*

Similar language is also included in APM-035: Affirmative Action and Nondiscrimination in Employment ([https://www.ucop.edu/academic-personnel-programs/\\_files/apm/apm-035.pdf](https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-035.pdf)); PPSM-12: Nondiscrimination in Employment. (<https://policy.ucop.edu/doc/4010391/PPSM-12>); and PPSM-14: Affirmative Action (<https://policy.ucop.edu/doc/4010392/PPSM-14>)

Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

## 2. Nondiscrimination on the Basis of Sex

**General Provisions.** "Except as provided in Federal or State laws, no person may be excluded on the basis of sex from participation in, denied the benefits of, or discriminated against in any academic, extracurricular, research, or other program offered by the University. This includes: (a) sex discrimination in requirements or qualifications for any University-offered aid, benefit, or service; (b) providing different aid, benefits, or services or such aid, benefits, or services in a different manner; (c) application of separate rules of appearance; (d) application of separate rules as to domicile for admission or out-of-State fee purposes; or (e) providing any assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees (for example, single-sex clubs not exempted in Section 150.40)."

"Programs in which the University requires or facilitates participation by its students, but which are not wholly operated by the University (for example, study abroad, clinical programs, student-teaching programs, internships) must be actively monitored to ensure that they do not contain violations of this Policy. If such violations occur and cannot be rectified, the program relationship must be terminated."

**Admissions.** "Except as provided in this Policy, no preference on the basis of sex can be given in the admission of students. This includes: (a) ranking of applicants separately by sex; (b) the use of quotas for one sex; or (c) the use of tests or other criteria which have disproportionately adverse effects on one sex. The prohibition against tests or criteria which have disproportionately adverse effects on one sex is not applicable when they are shown to validly predict success in the educational program in question and alternative tests or criteria are shown to be unavailable."

**Educational Programs and Activities.** "Except as provided in this Policy, all educational programs or activities offered by the University, including physical education, ROTC, and music classes must be offered without discrimination on the basis of sex."

**Financial Aid.** "It is the intent of this Policy that student aid funds administered by the University are awarded to men and women in a nondiscriminatory manner. A campus may not at its own discretion set aside any University-administered student aid funds in a manner that would result in discrimination on the basis of sex in the amount or type of aid received by University students on that campus. However, as provided in Federal and State laws, certain funds may be administered on a sex-restricted basis (see Section 153.22)."

*(From 3.1.1 PACAOS-150: Student-Related Policy Applying To Nondiscrimination On The Basis Of Sex (<https://policy.ucop.edu/doc/2710535/PACAOS-150>))*

## 3. Nondiscrimination on the Basis of Disability

### 3.1 General nondiscrimination

**Faculty.** "The University of California recognizes that academic appointees with disabilities are active and productive members of the University community, and the University is committed to

providing reasonable accommodations to allow qualified academic appointees with disabilities to continue to contribute to the University's vital educational, research and public service mission. To this end, the University is committed to participating in the Interactive Process to determine and implement reasonable accommodations to the working environment (which do not cause an undue hardship), to assist academic appointees with disabilities in accommodating restrictions or limitations in the workplace." *(From 2.2.1 APM-711: University of California Resource Guide for Academic Appointees with Disabilities ([https://www.ucop.edu/academic-personnel-programs/\\_files/apm/apm711.pdf](https://www.ucop.edu/academic-personnel-programs/_files/apm/apm711.pdf))*

**Staff.** "The University provides reasonable accommodation to otherwise qualified employees who are disabled or become disabled and need assistance to perform the essential functions of their positions. The interactive process shall be used to determine what, if any, reasonable accommodation will be made." *(From PPSM-81: Reasonable Accommodation, <https://policy.ucop.edu/doc/4010420/PPSM-81>)*

**Students.** "In providing any aid, benefit, or service, the University may not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of disability [....]" *(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>)*

### 3.2 Educational Programs, Services, and Activities

Examples under this part of the policy include:

"Qualified individuals with disabilities may not, on the basis of disability, be denied admission to the University or enrollment in University classes or participation in University programs, services, or activities, or be subjected to discrimination in the admissions process or in recruitment procedures."

"Qualified students with disabilities or participants with disabilities in University programs, services, or activities may not, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activity, or other educational program, service, or activity offered by the University."

*(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>)*

### 3.3 Student Employment Practices

"The University may not discriminate against any qualified individual with a disability, on the basis of disability, in employment under any program, service, or activity, including any program, service, or activity that employs students with disabilities. Information concerning the University's employment policies as they apply to individuals with disabilities may be obtained from campus personnel offices or ADA/Section 504 Compliance Officers." *(From PACAOS-*

*140: Guidelines Applying To Nondiscrimination On The Basis Of Disability*  
(<https://policy.ucop.edu/doc/2710534/PACAOS-140>)

## **4. Program Accessibility**

### **4.1 General Program Accessibility**

"No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens." (*From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability* (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

### **4.2 Responsible Units at UC Berkeley**

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

The Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities describes the roles of various units and individuals at the University of California, Berkeley in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by University policy. Responsible units include *the Academic Accommodations Policy Board*, which exists of at least two faculty members knowledgeable in the area of learning and disabilities; two professional staff members of the Disabled Student's Program; the campus Assistant Provost of Academic Compliance & Disability Standards; and the campus Disability Resolution Officer. This board is tasked with advising the Executive Vice Chancellor and Provost (EVCP) about policies and procedures related to the provision of academic accommodations for students with disabilities; recommending steps to be taken by the EVCP related to the provision of accommodations for instructors with disabilities, such as faculty, lecturers, graduate student instructors, etc.; developing mechanisms for increasing the understanding of the academic departments and faculty with respect to disabilities and their accommodation in an academic setting; and assisting the EVCP in resolving any disagreements with faculty that might arise concerning particular accommodations in an academic setting. Other people/units include the *Executive Vice Chancellor and Provost (EVCP)*, responsible for campus policies affecting persons with disabilities, and final determination of the appropriateness of a particular academic accommodation is the event of disagreement; the *Assistant Provost of Academic Compliance &*

*Disability Standards*, serving as a resource to the EVCP and others; *Disability Specialists*, responsible for assessing a student's disability and nature of accommodations; the *Director of the Disabled Students' Program*; *Instructors*; and *Department Chairs and Deans*. (*Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities*, <https://dsp.berkeley.edu/about/policies-guidelines/accommodations>)

#### **4.3 Examples of additional policies related to particular disabilities**

***Deaf and Hard of Hearing Students*** "The University of California at Berkeley (UCB) is committed to ensuring that deaf and hard-of-hearing students are able to participate in all of the programs, services and activities offered on this campus and to ensuring that their communication assistance needs are met. The Disabled Students' Program (DSP) is a primary resource available at UCB to help students with their communication assistance needs." The policy and practices guide goes on to "explain the types of auxiliary services, aids and accommodations that DSP makes available to deaf and hard-of-hearing students, and the procedures for obtaining and maintaining those services, aids and accommodations." (*From Berkeley Communication Services for Deaf and Hard of Hearing Students*, <https://dsp.berkeley.edu/about/policies-guidelines/communication-services>)

***Psychological Disabilities / Attention-Deficit/Hyperactivity Disorder***. "Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with psychological disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented psychological disability in all academic programs, services, and activities. In defining a disability as primarily psychological in nature, these Practices consider the definition of mental disorders as described in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)."

(*From University of California Practices for the Documentation and Academic Accommodation of Students with Psychological Disabilities*, <https://dsp.berkeley.edu/about/policies-guidelines/psychological-disabilities>; and *University of California Practices for the Documentation and Academic Accommodation of Students with Attention-Deficit/Hyperactivity Disorder*, <https://dsp.berkeley.edu/about/policies-guidelines/attention-deficithyperactivity-disorder>)

***Learning Disabilities***. "Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with learning disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented learning disability in all academic programs, services, and activities.

University of California students with learning disabilities typically have average to superior ability, yet experience marked difficulty in one or more academic areas as a result of a significant information processing disorder. To be considered a disability that warrants accommodations, the disorder must limit a major life activity."

*(From University of California Practices for the Documentation and Accommodation of Students with Learning Disabilities—Revised, <https://dsp.berkeley.edu/about/policies-guidelines/learning-disabilities>)*

***Pregnancy and Parenting.*** "In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, it is the policy of the University of California at Berkeley to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate. Instructors are reminded of their responsibilities for excusing medically necessary absences for pregnancy and related conditions and making reasonable accommodations in the areas of class sessions, exams, tests, project deadlines, field trips, and any other required activities. For graduate students, faculty advisors are reminded of policies regarding parental leave and the extension of normative time for academic milestones, as set out in the Guide to Graduate Policy." *(From Accommodation For Pregnancy And Parenting, [https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines - anchor6](https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines-anchor6))*

## **PART B. RESULTING GUIDELINES, BEST PRACTICES, AND SERVICES**

### **1. Principles of Community**

In addition to the official policies, UC Berkeley also prides itself on our Principles of Community:

"These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.

- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

*UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior, both on campus and as we serve society."*

(From: <https://diversity.berkeley.edu/principles-community>)

## **2. Pathways to Implementation**

### **2.1 Responsible Units**

There are several units on campus that are tasked with elements of creating an inclusive environment and ensuring equal access. Many of the policies are the responsibility of Human Resources, the Office of Ethics, Risk and Compliance Services, the Division of Equity and Inclusion, Undergraduate Studies, and the Center for Teaching and Learning, to name a few. However, the main goal is to cultivate that responsibility and capability of inclusiveness within each person on campus to create a welcoming and accommodating environment for all.

### **2.2 Going beyond compliance**

The Office of Ethics, Risk and Compliance Services, includes the Office for the Prevention of Harassment and Discrimination (OPHD) and the Disability Compliance Office (DCO). These two offices go beyond mere compliance. Indeed, OPHD is tasked with resolving sex (Title IX) and race (Title VI) discrimination, harassment, and assault, *as well as* to help create and maintain a positive campus climate. The vision for the DCO is to "manage a robust compliance program that *reframes* legally-mandated disability-related physical and program access issues into self-regulatory good business practices that are based in universal design for the common good, rather than compliance and accommodation. The DCO collaboratively strives to maintain and promote an environment and culture of disability-related compliance, rooted in our campus mission of teaching, research, and public service consistent with the university Principles of Community, and the standing campus commitment to full inclusion."

### **2.3 Equity and Inclusion: From high-level administration to each unit.**

UC Berkeley's commitment related to the GEPA 427 intent is probably most noticeable in the Division of Equity and Inclusion (E&I). E&I is headed by the Vice Chancellor of Equity & Inclusion, Oscar Dubon, and provides leadership, accountability and inspiration to the campus in integrating equity, inclusion, and diversity into all aspects of university life. Their Campus Climate, Community Engagement & Transformation unit was created to "transform the campus experience for all students, staff, faculty and administration at UC Berkeley, focusing on reshaping and influencing policies and practices that increase opportunities, advance social



justice and create equitable experiences for all groups, with a special focus on marginalized and underserved populations." This encompasses student, staff, and faculty diversity initiatives as well as a data collection and reporting effort. The following excerpt from the strategic plan provides a good framework of what UC Berkeley aims to do:

"The Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion, and Diversity, renews the campus's commitment to California, and to the world, to provide fair treatment, access, opportunity, and advancement for all. This is a commitment that lies at the heart of Berkeley's mission as a public university, and is a continuation of the campus's longtime role in advancing principles and policies for a democratic society. California's uniquely diverse demographics, combined with Berkeley's authentic desire to serve and learn from every sector of society, offers the University a chance to craft new models of institutional change. Our goal is to transform UC Berkeley into an equitable and inclusive academy of the highest caliber – one that fully honors the diversity of our students, faculty and staff, expands possibilities for those from underserved backgrounds and communities, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications." (From: [https://diversity.berkeley.edu/sites/default/files/executivesummary\\_webversion.pdf](https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf))

Examples of key initiatives include:

- Rallying of local stakeholders;
- The creation of prestigious student, faculty, and staff awards and effective policies and practices that recognize and incentivize the advancement of equity, inclusion, and diversity;
- A UC Berkeley staff performance management tool that incorporates "inclusiveness" as a core competency for performance evaluations; and
- Best practices, such as mentoring, cross-training for job skills, hiring-committee training, and accessible classroom materials and pedagogy; and
- Climate surveys.

Thus, in order to create a welcoming campus climate for all and to instigate culture change, UC Berkeley uses a multifaceted approach through a portfolio of programs and services at different levels and with different community groups on campus. For example, in addition to offering direct diversity consulting services, E&I also supports diversity planning within academic and administrative units by providing toolkits with step-by-step guidance to help the unit conduct their own strategic planning and assessment processes on equity, inclusion, and diversity. Furthermore, each department or school at Berkeley has a Faculty Equity Advisor who is appointed by the department chair or dean and helps ensure that diversity and equity are considered in all aspects of the academic mission. As well as working within their own departments, they participate in a campus-wide network to share strategies and collaborate on addressing common challenges. These faculty members have crucial roles in strategic planning, faculty recruitment and retention, graduate student admission and advancement, and the climate of equity and inclusion.

## 2.4 Services for People with Disabilities

Services for people with disabilities include DCO (see above) as well as Campus Access Services, which provides mobility and communications access, and the Disabled Students Program (DSP), which supports students with disabilities and collaborates with the campus community to remove barriers to educational access and embrace the University's values of equity and inclusion. DSP also provides information related to study abroad for disabled and works with TRiO (see below) for providing high touch services in cultivating a supportive community at UC Berkeley.

## 2.5 Inclusive Classrooms

UC Berkeley also offers several activities and resources to help faculty and teachers create inclusive classrooms in the broader sense. These include discussion and seminar series such as "Faculty Dialogues: Creating Inclusive Classrooms" and "Teaching in troubled times", and a long list of classroom tools on the diverse and inclusive classroom on the Multicultural Education Program website, including resources from within E&I (e.g., DSP, GenEq), but also from the Berkeley Center for Teaching and Learning in the Division of Undergraduate Education, and from peer institutions.

## 2.6 Diversity Initiatives and Support at All Levels of Campus

In addition to some of the practices and services listed above, UC Berkeley aims to support diversity and raise awareness at all levels and through different means. Some examples include: ***Undergraduate level.*** The Centers for Educational Equity and Excellence (CE3) aim to empower non-traditional, underserved, and underrepresented students who reflect the diversity of California with the specialized support, expertise, and advocacy required to achieve educational equity and excellence. The Centers for Educational Justice & Community Engagement (EJCE) collaborative of seven offices and centers advocates for, builds capacity with and dialogue among and across diverse communities (Gender Equity Resource Center, African American Student Development, Asian Pacific American Student Development, Chicax Latinx Student development, Native American Student Development, Multicultural Community Center, and the American Indian Graduate Program).

***Graduate level.*** The Office for Graduate Diversity (OGD) provides support services for prospective and continuing students on campus in an effort to maintain a more diverse graduate student community. OGD serves as a resource for the admissions process, academic support, financial advice, and professional development. It aims to enhance the educational experience of underrepresented students, including those who are undocumented, first generation college students, and those who are educationally and financially challenged.

***Postgraduate level.*** The University of California President's Postdoctoral Fellowship and the Berkeley Chancellor's Postdoctoral Fellowship programs offer postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

***K-12 and Community College.*** As stated on the E&I website "the Center for Educational Partnerships helps students overcome educational and financial barriers to prepare for and be accepted at two- or four-year colleges. Serving students from kindergarten through community college, the Center for Educational Partnerships and its eleven programs lead the University of California, Berkeley's efforts to: Improve the academic achievement of students who face significant barriers to college; Increase the diversity of students who enroll and succeed in higher education; Empower schools and districts to promote and foster college aspirations through building a college-going culture; Support collaborations and partner with K-12 and post-secondary colleagues; and Create tools to partner with educators, families, and communities to inspire and advocate for our students' successful futures.

Programs include the Community College Transfer Center; Destination College Advising Corps; Early Academic Outreach Program; East Bay Consortium; Puente; Solano County Educational Consortium; Transfer Alliance Project; and DoEd funded Pre-College TRiO Programs."

***Campus-wide communications.*** In addition to banners, flyers, etc. across campus, several campus administrators also share information on initiatives, activities, and current issues through campus-wide email messages. In the past year, such communications have included messages from the Chancellor, the Vice Chancellor for Equity and Inclusion, the Assistant Vice Chancellor for Human Resources, and the Vice Chancellor for Undergraduate Education on topics such as disability awareness and inclusion; accessibility of online content; textbook affordability, adoption and accessibility, affirmative action plans, Black History Month, LGBTQ Pride Month, Asian Pacific American Heritage Month, National Women's History Month, and more. These messages help raise awareness of diversity and access related issues, remind people of the University's values of inclusiveness, and reiterate the many resources and contacts available on campus.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

The Regents of the University of California

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Munis	D.	Faruqui	<input type="text"/>

Address:

Street1:	358A Dwinelle Hall
Street2:	<input type="text"/>
City:	Berkeley
County:	USA
State:	CA: California
Zip Code:	94720-2540
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(510) 643-9188	<input type="text"/>

Email Address:

faruqui@berkeley.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment: 1236-Abstract South Asia 2018.pdf

Add Attachment

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View Attachment

**Institute for South Asia Studies  
University of California, Berkeley**

One of the world's leading institutes for research and programs on South Asia, the Institute for South Asia Studies (ISAS), the hub of Berkeley's South Asia programs, works with faculty members, graduate students, community members, private institutions, and non-profit organizations to deepen understanding of the region and to create new generations of scholars of South Asia. The study of South Asia is offered at both the undergraduate and graduate levels, complemented by an internationally recognized faculty and academic staff, a broad array of courses, degrees with extensive disciplinary and regional coverage, and a firm commitment to Outreach for educators, the media, businesses, and the general public.

The activities of the ISAS encompass on-campus and off-campus programs; direct support for teaching at Berkeley and curriculum and materials support for schoolteachers and college faculty; information center activities for students and faculty; a link to South Asia resources at Berkeley for media, business, government and the community; and support for the most significant library of South Asia materials in the West. Our faculty includes 68 specialists who devote 50% or more of their teaching and research time to South Asia; courses by other faculty outside of this group that have significant South Asia components are shown in Appendix 2.

Berkeley offers undergraduate and graduate degrees with a South Asia emphasis in several departments and professional schools. We offer Hindi, Tamil, Urdu, and Sanskrit languages to the Ph.D. level as well as training in Punjabi, Bengali, and Telugu. Our FLAS fellowships are all given in these LCTLs, with a priority given to students who demonstrate financial need (**FLAS Competitive Preference Priorities 1 and 2**). To train graduate students, South Asia coursework at Berkeley is available in a range of humanities, social science and professional school departments. Berkeley is one of the nation's only institutions offering both major and minor concentrations in the study of the culturally, economically and strategically important but understudied countries of South Asia, including an emphasis on not only India, but Pakistan, Bangladesh, and Nepal as well. This rigorous training has been critical to successfully place UC Berkeley students in several sectors of national need, including government service, education, business and non-profit sectors (**NRC Absolute Priority 1**).

During the proposed grant period 2018-2022, we intend to maintain and build upon our preeminence in South Asia language and area training involving units in the humanities and social sciences, engineering, and professional schools and colleges. Our already strong language programs will be further enhanced by rigorous proficiency standards and measures developed in partnership with the Berkeley Language Center (BLC) on campus and the South Asia Summer Language Institute (SASLI). We look forward to a continuing to increase the number of underrepresented students entering study abroad programs in the region, and still further growth in our already outstanding rate of successful grant applications for faculty research in the region. During this grant period, we will also increase our commitment to K-14 Outreach with an enhanced plan that continues our successful partnership with ORIAS as well as introduces several new collaborations with minority serving institutions and community colleges (**NRC Absolute Priority 2, NRC Competitive Preference Priorities 1 and 2**).

Continuing additions to our South Asia faculty strength continue to build a unique mix of younger and senior faculty with enhanced opportunities for interdisciplinary research and teaching. This has also facilitated our highly successful South Asia scholarly events--

conferences, speakers and symposia--and instructional programs around contemporary themes, all of which encourage diverse and multiple points of view **(NRC Absolute Priority 1)**.

We anticipate that the proposed grant period, 2018-2022, will witness critical strategic, economic and cultural developments in South Asia and that UC Berkeley's Institute for South Asia Studies will continue to build its faculty, programs, and community linkages to remain one of the nation's premier resources for the understanding of this diverse region that is vital to US national interest.



## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:** 1235-ISAS Title VI Narrative 2018-22 FINAL.pdf

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# **U.S. Department of Education**

Office of Post Secondary Education  
Center for International Education

## **National Resource Center & Foreign Language and Area Studies Fellowships**

Title VI, Higher Education Act of 1965, as amended

## **Proposal for Grant Project Period 2018 - 2022**



Institute for South Asia Studies  
University of California, Berkeley

## **A. PROGRAM PLANNING AND BUDGET**

**A.1. Activities of high quality and directly related to the NRC program:** The University of California at Berkeley's (UCB) commitment to South Asia Studies dates to the University's first Sanskrit course in 1897. In 1906, the appointment of Prof. Arthur Ryder ushered in a Sanskrit and book-collecting drive that eventually culminated in a comprehensive South Asia Studies program at UCB – the second oldest in the nation. More than a century later, UCB remains a dynamic center for South Asia Studies, continually redefining the scope and relevance of the field, while always maintaining extremely rigorous standards of inquiry. Renowned for its internationally recognized faculty and academic staff, South Asia Studies at UCB is also defined by its broad offering of undergraduate and graduate courses and degrees, its interdisciplinary approach, its extensive regional coverage, and its commitment to educator, media, business, and general public outreach.

Our National Resource Center's (NRC) mission is carried out through the Institute for South Asia Studies (ISAS). ISAS is the hub of UCB's South Asia program. One of the world's leading institutes for research and programs on South Asia, ISAS works with faculty members, graduate and undergraduate students, K-14 institutions, community members, private companies, non-profit organizations, and universities in the US, Europe and South Asia, to deepen understanding of the region and to nurture new generations of scholars of South Asia. ISAS includes around sixty-eight affiliated faculty, as well as associated academic and professional employees and part-time staff.

In each grant cycle, ISAS organizes its core programming around themes that draw on faculty expertise toward strengthening our role in promoting area studies for all our diverse constituencies. Continuing our engagement with the various professional schools on campus, this cycle we are especially pleased to be able to collaborate closely with new faculty hire (G. Anand) at the School of Journalism (Appendix 1). Themes for this cycle are:

**(1) 2018-19:** *Global South [Asia]: Art + Intellectual Histories* (Faculty sponsors: A. deSouza, A. Gupta, A. Kazmi, S. Ray): In South Asian studies, the term Global South has a distinctive political and economic currency, whose history and genealogies in the twentieth century are by now well known. The deep ecologies of South-South cultural and intellectual histories, in contrast, have come under scholarly scrutiny only in the recent past. Critical scholarly and artistic projects that have chosen to mobilize the Global South as a conceptual category have not only offered a longue durée cultural history of the concept-term but have also generated ways of imagining a de-territorialized South Asia. Through a series of lectures and workshops, *Global South [Asia]: Art + Intellectual Histories* will bring together scholars and artists to explore the methodologies, terminologies, and spatial and temporal frames that this de-territorializing turn has generated and to assess their implications for the practice and pedagogy of art and art history in the present.

**(2) 2019-2020:** *The Nature and Challenges of Investigative Reporting in South Asia:* (Faculty Sponsor: G. Anand): Investigative journalists in South Asia face unique challenges. Although they are mostly operating in democracies or quasi-democracies with substantial freedom to undertake investigations, the lack of governmental transparency, weak governance, entrenched political and economic elites who stand to lose a great deal if they are too closely investigated, and always-present efforts to corrupt reporters makes attempts to reveal hidden stories very difficult, if not also life-threatening. Through a series of workshops featuring leading South Asia-based investigative journalists, this series will explore the nature and challenges of investigative reporting in South Asia. The lessons learned will not only allow us to better understand ever-shifting journalistic terrains across South Asia but also afford more sophisticated training to the next generation of journalists interested in South Asia at UC Berkeley.

**(3) 2020-2021:** *The Contemporary Afro-Indian Ocean* (Faculty sponsor: S. Chari): The Indian Ocean has been the object of considerable historical research, stretching our understanding of South Asian polities, capital, workers and communities into this oceanic hinterland. More recent interdisciplinary work has begun

to attend to contemporary social and environmental concerns. We have much to understand about what we might call the Afro-Indian Ocean as a site of renewed flows of capital, labor, security and expertise from various islands and continental littorals. Using a workshop format, this project will bring together work in emerging areas of inquiry including: attempts to harness the ‘blue economy’, build maritime security, engage in port and shipping expansion; sustainable fishing and aquaculture; piracy and counter-piracy; military bases and ‘right to return’ movements; deep-sea mining and exploration; alternative ocean energy; floating data centers and deep water cooling; and ideas about the future in a time of sea-level rise, fantasy island-making, and shifting diasporic attachments in the contemporary Afro-Indian Ocean.

**(4) 2021-2022:** *Tamil Visual Cultures, 2000-present* (Faculty sponsor: V. Kailasam): Since Indian independence in 1947, political parties and intellectuals in Tamil Nadu have collectively encouraged devotion to Tamil language through classical Tamil literature. Such devotion has been grounded in the presumed superiority of the Dravidian race to Aryan racial identity. This workshop will assess the motif of devotion to Tamil identity (*tamizh pattru*) in the twenty-first century, tracing its shift from the site of elite Tamil literature to mainstream Tamil visual culture. The aim is to highlight how Tamil visual culture has come to critique ideas of devotion to Tamil language and identity through such genres as neo-noir film, graphic novels, and virtual reality fiction. It will also investigate the linkages of the visual image to modernity and gendered consumption patterns.

**A.2. Development plan or timeline and resources used effectively:** The activities proposed for 2018-22 are based on the current research and teaching interests of highly-respected faculty and are intended to enrich ISAS programming while advancing the field as a whole. The timeline for our program goals and objectives, which includes significant plans to expand opportunities for teachers from community colleges and Minority Serving Institutions (MSIs), provide new opportunities for K-12 teachers, and increase the number of students trained in languages and areas critical to national need, are all outlined in Appendix 3

In our budget, teaching remains the ISAS's most important commitment. Salary/benefits for instructors of LCTLs accounts for approximately 37% of our budget (Criterion G). Administrative and programming staff costs encompass approximately 23% of our budget request. We are not requesting any portion of Director M. Faruqui's salary and only 15% of Executive Director S. Saxena's salary and 50% of the salaries of Program Director P. Kala and Program Assistant A. Perera (Criterion B). Keeping with the **NRC Absolute Priority 2**, about 18% of our budget will go towards outreach activities to K-12 teachers and community colleges (Criterion I). Activities related to language training are approximately 2% of our budget request (Criterion G). Library staff and support towards acquisitions are 4% of our budget (Criterion E). Conference, lectures, and colloquia make up approximately 3% of our budget (Criteria A, I). The remainder of our budget will go towards administrative travel to attend the American Institute of Indian Studies (AIIS), the American Institute of Bangladesh Studies (AIBS), the American Institute of Pakistan Studies (AIPS) and SASLI, meetings, our comprehensive evaluation plan (Criterion C), the ISAS newsletter, and office supplies.

**A3. Costs reasonable:** The Institute's administrative budget is a combination of state, federal and endowment income funds as well as current use funds from our donor base. Together these have been sufficient to permit the very full menu of activities that are detailed throughout this proposal. The costs of the activities proposed above are minimal and represent a very small portion of our overall proposed budget for 2018-22. ISAS always seeks financial co-sponsorship for public events from other campus bodies and community organizations in order to keep costs to a minimum.

Over the past decade ISAS has enhanced its capabilities through external fundraising and increased cooperation with other NRCs, AIIS, AIPS and AIBS. Successful fundraising has continued during the past grant cycle in the areas of Urdu, Bengali, Telugu, and graduate research and conference support through grants and gifts from private donors and corporations. Ongoing fundraising efforts for a variety of projects

are likely to attract additional extramural resources in the coming period to further lessen dependence on State and Federal resources.

**A.4a. Long term impact of the activities:** Expected long term outcomes for annual themes include the following: 1) **Increased outreach** on critical topics to K-14 teachers, business communities and the general public; 2) development of **new research directions** by UCB faculty; 3) **student training** for UCB undergraduates and graduates.

Our past thematic programs on, Pakistan, water and sanitation, and South Asian Art were all hugely successful. Our two-year theme on Pakistan, for example, put us in a position to receive funding from the US Department of State to reinstate our intensive Urdu language program in Pakistan. As a result of seed funding from Title VI for a series of activities on water and sanitation, ISAS received the prestigious Obama-Singh Knowledge Initiative Grant, which allowed us to engage in an ongoing collaboration with the Indian Institute of Technology in Bombay. And finally, our on-going focus on South Asian Art has placed us in an excellent position to fundraise among private donors and foundations.

## **B. QUALITY OF STAFF RESOURCES**

**B.1. Qualifications of faculty and staff, professional development opportunities, and teaching, supervising and advising students:** UCB faculty are highly qualified. The campus boasts 37 Nobel laureates (seven are current faculty members) and four Pulitzer Prize winners among its past and current faculty, 31 MacArthur Fellows, 137 members of the National Academy of Sciences, and 239 members of the American Academy of Arts and Sciences. The South Asia faculty, library and ISAS staff are no exception, and they are all recognized for their excellence. Faculty resources have been indicated in sections F and G of this proposal and library staff in section E. The biographical appendices (Appendix 1) show the breadth of training and disciplines of South Asianists at UCB.

Every six years a faculty member can take one year's leave with full pay to pursue professional

development and research opportunities. ISAS faculty usually coordinate sabbatical leaves with other grants to enable travel to S. Asia for research. In addition, the Institute for International Studies encourages ISAS junior faculty to apply for funds to workshop their first book or monograph. The university regularly offers workshops for faculty on where and how to apply for grants and fellowships. ISAS also provides up to date information on faculty fellowships and grants on its website and through its list serve. ISAS staff have undertaken professional development training through courses offered by CompassPoint Non-Profit Services and staff members are encouraged to take other classes and trainings, as well as pursue independent research projects. In the past, ISAS program assistants have conducted research in Bangladesh, taken Sanskrit classes, and taken classes on grant writing and how to effectively use social media. ISAS's Executive Director, S. Saxena, takes a university supported research leave every summer and has held fellowships with the Woodrow Wilson International Center for Scholars in Washington DC and The Rockefeller Foundation. She has also used her leave to conduct research in South Asia; the findings from these research trips culminated in a book that was published in 2014, as well as several articles, op-eds and commentary pieces.

Teaching and advising students is the primary activity of the UCB faculty and academic staff. Faculty hold regular office hours to meet and advise undergraduate and graduate students. In addition, undergraduates consult a professional Student Affairs Officer (SAO) while planning their curriculum (Criterion H1). ISAS staff also advise students on internship and grant opportunities, and on careers related to South Asia. ISAS provides formal orientations for students traveling to India, Pakistan, and Bangladesh for internships. These orientation meetings focus on many aspects of travel to the sub-continent, including basic words and phrases in Hindi or Urdu, health, safety, and cultural norms.

**B.2. Staffing plans adequate:** The Institute staff consists of a faculty Director, a full-time Executive Director, a Program Director, and a Publications/Program Assistant. A part-time (25%) student assists them



with outreach, computer support, and programs. The Institute Director and NRC Director, M. Faruqui, is an experienced scholar and teacher who is dedicated to South Asian Studies. In addition to receiving many South Asia-focused research grants, he has conducted extensive scholarly field-work in S. Asia. He has also held several administrative appointments in the Department of South and Southeast Asian Studies and led a number of Institute-based initiatives. The Institute Executive Director, S. Saxena, holds a PhD in Comparative Politics with an emphasis on South Asia, has expertise both in the social sciences and in fiscal and general administration. She handles the day-to-day running of ISAS. P. Kala, ISAS Program Director, holds three Master's degrees, the most recent one from Harvard University in Comparative Religion. She is responsible for organizing lectures, conferences, travel, visiting scholars, outreach, managing the website and social media, and the editing and publishing of the ISAS newsletter and other ISAS publications (Appendix 2). A. Perera, ISAS Publications/Program Assistant, is a 2014 UCB alumna with extensive administrative experience.

UCB faculty are active participants in the planning and oversight of ISAS's activities. ISAS has many faculty oversight committees, including Executive, FLAS, Urdu, Pakistan, South Asian Art, Chowdhury Center, and Library committees. Faculty members are drawn from various departments (including Anthropology, South and Southeast Asian Studies, Environmental Policy and Management, Sociology, Energy and Resources Group, Haas School of Business, City and Regional Planning, and Economics). This past cycle, ISAS has been particularly successful in involving more faculty from professional schools (Environmental Policy and Management, Public Policy, Haas School of Business, and Engineering) in our programs and planning. Our South Asian librarian, A. Malik (Criterion E, Appendix 1), is included in all meetings and discussions that include the larger body of the faculty, he chairs the ISAS Library Support Committee, and he is an integral part of our Urdu and Pakistan Initiatives.

In addition to S. Carter (Appendix 1), who manages UCB's ORIAS program, both P. Kala, ISAS Program Director, and S. Saxena, ISAS Executive Director, engage in active outreach efforts to K-14 educators, the business community, journalists, and the larger Bay Area community (Criterion I).

**B.3. Non-discriminatory practices:** UCB's commitment to ensuring the success of underrepresented groups in higher education cannot be understated. Since 2010, UC Berkeley has scored in the top quartile for low-income student access ratio (.86) and for minority student success ratio (.90). Underscoring these facts, approximately 7.3% of UCB's undergraduates come from families whose income is \$20,000 per year or less. Some 21% of students are the first in their family to attend a four-year college and 34% of all undergraduates are Pell Grant recipients. 57% of students at UCB are from minority groups, 18% are underrepresented minorities, and 52% of admitted undergraduates are women. Among graduate students, 46% admitted are women and 12% are underrepresented minorities. Over 1,700 students with disabilities receive services from the university every year.

A position of Vice Chancellor for Equity and Inclusion was created in 2006 to enhance access and inclusion for underrepresented minorities, people with disabilities, and Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) members. Its scope extends to all students, faculty and staff. A \$16m gift in 2010 established the UCB Initiative for Equity, Inclusion and Diversity with the goal of providing leadership and accountability to resolve systemic inequities for all members of the UC Berkeley community through engaged research, teaching, and public service, as well as expanding pathways for access and success and promoting a healthy and engaging campus climate. Over the years this Initiative has seeded a number of research projects, faculty chairs, student scholarships, several dozen new courses in American cultures, and programs across the campus.

The University of California's stated policy is appended to this proposal (GEPA statement) and it is clear in prohibiting discrimination or harassment in employment on "...the basis of race, color,

national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship or status as a covered veteran...” The University’s Equity and Diversity Services group monitors the campus’ affirmative action program and provides services related to Equal Employment Opportunity.

As demonstrated in Table B.1, a significant percentage of ISAS’s affiliated faculty and staff are

<b>Table B.1 ISAS affiliated faculty and staff</b>			
	Total	Women	Minorities
Faculty	68	30	36
Tenure Track	25	14	23
Lecturers	16	10	10
Active Emeriti	10	4	3
Staff	3	3	3

from minority groups, and recruitment from these groups is always a significant part of any hiring process. ISAS ensures that all public programs are handicapped accessible and it works closely with

the Office of Student with Disabilities to ensure that signing or captioning is provided for hearing impaired audience members. During this past cycle, UCB provided captioning services for a deaf student to study Hindi. Such commitments to access and accessible language pedagogy have attracted deaf scholars to UCB and enabled the university to become a nationally renowned site for studies of deaf culture across South Asia, especially India and Nepal.

## C. IMPACT AND EVALUATION

**C.1. Significant impact on the university, community, region and the nation:** The impact of ISAS’s programs and activities in particular and South Asia Studies at UCB in general has risen substantially over the past four years through direct on-campus educational and cultural activities, off-campus services, and nation-wide outreach. The accomplishments of our graduates, the dissemination of curriculum and information, and ISAS’s active presence within the community are indicators of our impact and success. All ISAS programs are open to the public. ISAS actively encourages the general public to attend its programs by publishing listings in the calendar sections of Bay Area newspapers (especially those of the South Asian American press), direct mailings, emailing our events calendar, and maintaining an easily navigated web

site. Over recent years, attendance at ISAS events has increased substantially. Audience size at lectures has grown from an average of 44 attendees at lectures in 2014-15 to an average of 51 in 2017-18. This increase in attendance is due in large part to wider programming, a comprehensive updating of databases and email lists, new approaches to publicity, the use of social media like Facebook and Twitter, and focused efforts on the part of ISAS staff to build new bridges with communities and institutions both on and off campus.

UCB students have an excellent graduate placement rate compared to other universities. Based on university surveys of PhD recipients who graduated between 2011 and 2016, 57% of UCB doctoral alumni (and 78% Arts and Humanities PhDs) work in 4-year academic institutions; this is compared to 41% of those who graduated with a doctorate nation-wide. 23% of UCB PhDs work in the private sector, 13% work in the non-profit sector or for the, state, local or national government, and 7% are self-employed or have other employment. Of those who went in to academia, 29% received tenure track positions and 37% received post-doctoral appointments.

Post-graduate appointments in the 2014-18 Title VI cycle demonstrate the wide-ranging academic impact of UCB's South Asian Studies program. Recent placements of PhD students include: University of Chicago, Princeton University, Yale University, Cornell University, Northwestern University, University of Michigan, UCLA, University of Toronto, University of Pennsylvania, New School for Social Research, University of Pittsburgh, University of South Carolina, Dharma Realm Buddhist University, Western Washington University, Mattamayura Institute, University of Oregon, Barnard College, Haverford College, University of Exeter, McGill University, Ashoka University (India) and UC Berkeley. All of these students were able to receive these prestigious appointments because of the South Asian language skills and area expertise they acquired while at UC Berkeley and affiliated with the ISAS. Training in South Asia will grow as the UCB continues to hire excellent faculty in South Asia Studies (Table F.2), courses continue to be developed and enrollments increase (Appendix 2), and language offerings in the priority languages of

South Asia continue to rise (Table G.2).

**C.2. Address national needs and disseminate information to the public:** Most of our graduates use their training in South Asian Studies and languages to find employment in academia, the private sector, government service, or in the non-profit world (**Absolute Priority 1**). In this coming cycle, ISAS will continue to provide information to students about internships and careers both within and outside of academia as well as work closely with UCB's Career Center to encourage students to use their skills to pursue meaningful employment in areas important to our nation and its future (Criterion H2). In addition, ISAS will continue its strong partnership with UCB professional schools to support students in South Asian language study, track their progress, and maintain ties through emails, social media, like Facebook, to maintain contact and gather information on their employment status.

**C.3. Equal access and treatment:** UCB upholds its policies of equal access and treatment for traditionally underrepresented groups. All facilities used by ISAS at UCB are handicapped accessible. ISAS actively recruits underrepresented groups to its workshops and events. At UCB, the university's historic promise of diversity and excellence has inspired the Chancellor to re-commit to quantifiable equal access goals through a plan of academic program development for students, and recruitment and retention of faculty of color with the establishment of the office of the Vice Chancellor for Equity and Diversity (Criterion B3 and GEPA statement).

ISAS has made a concerted effort to include students from underrepresented groups in its study abroad programs. For example, eligibility criteria for internships in India funded by the Tata Group (Table H.1) explicitly state that students must not have had any prior exposure to India. Through these internship opportunities, ISAS has been able to successfully attract students from underrepresented groups (approximately one-third of the cohort every year) as well as students from lower income families; many of them have gotten the opportunity to experience India and engage in South Asian Studies for the first time.

For this opportunity and our other programs abroad, ISAS will continue to recruit a diverse applicant pool by advertising to students through the Student Learning Center on campus, which provides academic support services to optimize the learning experiences of underserved populations.

**C. 4. Evaluation plan and recent evaluations used to improve the program:** Recognizing the importance of a strong evaluation plan for ISAS's program activities as well as meeting our program goals and objectives, we have outlined our plan for evaluating and assessing progress in Appendix 3. ISAS will closely collaborate with an independent project evaluator, N. Sato, who holds a doctorate in Education from Stanford University (Appendix 1). Based on the performance measures and goals elucidated in this proposal, the evaluation instruments will be designed to assess the quality and impact of varied program activities by tracking levels of engagement and satisfaction among program participants, and soliciting feedback on the quality of the resources, variety of activities, program components, and linkages to proposed goals.

In particular, ISAS will depend on N. Sato's expertise for all teacher professional development activities – including: 1) Summer Institutes, 2) workshops and speaker series, and 3) lesson plan development and teaching in classrooms. Primary research methodologies will include survey questionnaires, observations, interviews, and document analysis (lesson plans and ideas). Participant survey evaluations will be collected at every workshop and Summer Institute presentation, along with follow-up teacher interviews and observations of lesson implementation in order to gauge the level of satisfaction, utility, quality of the presentations and how to make them more relevant and effective for participants. In cases where lessons are distributed or lesson plans are developed, follow-up observations, interviews, focus groups or questionnaires will be used to trace the impact of the workshops and presentations in actual classroom practice. Where possible, teacher portfolios and case studies will be assembled to provide “best practice” models for future professional development activities and to further deepen the Institutes’

understanding of the impact of their work. Finally, annual write ups of all Summer Institute and teacher professional development activities as well as a final summative report that offers a holistic view across the four-year grant period will provide useful feedback for subsequent professional development planning.

In addition, ISAS plans to institute a review in the second year of the grant cycle with experts from peer institutions who will be asked to evaluate and assess our programs and activities. ISAS will supply the reviewers with quantifiable data through which they can measure and assess outcomes of our activities. In addition to data evaluation, interviews will also be arranged for reviewers with relevant members of ISAS-affiliated faculty, staff and students, community partners, and university administrators. The review will take place in Fall 2019. Following the review, the reviewers will be asked to submit written evaluations to the Institute for each category within one month.

ISAS evaluates many of its programs on a yearly basis and uses the data collected to make significant improvements. For example, after conducting surveys of participants in the Berkeley Urdu Language Program in Pakistan (BULPIP), a key input from students was the need for more structured grammar lessons and the incorporation of Urdu literature pieces in the program curriculum outside of the assigned textbook. In response to this feedback, the BULPIP Curriculum Committee redesigned the program curriculum and class schedule by adding extra literature assignments as well as a grammar class, which provided students targeted and structured grammar lessons using their reading materials. With respect to cultural excursions arranged by the program, the evaluations suggested providing additional information about sites visited. In response, the BULPIP program incorporated a briefing and discussion class into the curriculum that focused on the various cultural and historical sites the students would visit each week.

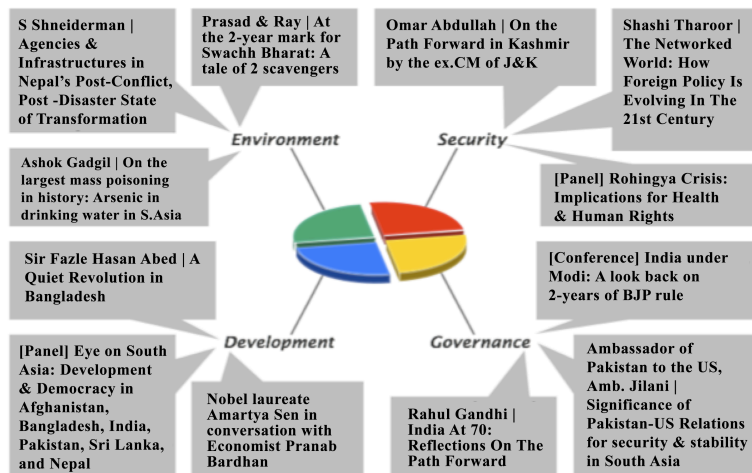
The Institute has maintained data on courses, including enrollments (Criterion G2, Appendix 2); faculty (Appendix 1); the extent of outreach, numbers of events, and access and usage of ISAS resources

(Criterion I1c) and concentrators including degrees, and language proficiency (Criterion G) for the last thirty years. This data clearly demonstrate ISAS's far-reaching impact on its multiple constituencies. Based on these data and various methods of assessments, we continually adjust our programs to better meet our aims.

Three outside reviews of ISAS activities were conducted over the past few years. These have provided important insights for modifying ongoing activities. In addition to external reviews, since 2014 the ISAS Director and Executive Director have instituted a practice of informal annual internal reviews in which input and suggestions are solicited from affiliated faculty and students. In addition, the Executive Committee of the Institute meets every semester to monitor and review ISAS's goals and progress.

**C.5. Placing students in areas of national need:** Figure C.1 provides a sampling of the programs run by ISAS that focus on issues of national importance and need. To highlight one example: our increased work

**Figure C.1 ISAS Programs Focused on Areas of National Need**



to understand the culture, politics and society of Pakistan, a country often overlooked by other South Asia centers, did lead to the re-establishment of a program to bring American students to Pakistan starting in Fall 2014. Through this program ISAS has contributed centrally to US

policy interests as well as diplomatic engagements with Pakistan.

But ISAS affiliated faculty and researchers are also active participants in enhancing awareness of South Asia scholarship through feature-articles, opinion pieces, interviews, and expert commentary. During this last cycle, ISAS programming was covered by KQED and KPFA -- Bay Area-based radio stations.



Political Scientist P. Chhibber has been on NPR to discuss Indian elections. Political Scientist Neil Joeck has led discussions at the Commonwealth Club and on NPR about nuclear weapons in South Asia. Al-Jazeera and BBC have interviewed Director M. Faruqui about Pakistani politics. Executive Director S. Saxena's opinion piece on U.S. trade policy toward Bangladesh was published in the *New York Times* following a deadly fire in the garment sector. Many ISAS receive coverage in the South Asian press in the Bay Area. All ISAS events and many of our broadcasts and articles are archived and made available for free to the general public through our website.

**C.6. Improved supply of specialists:** Our data for enrollments, degrees granted and graduate placement show that UCB produces an impressive number of specialists with area expertise and advanced South Asian language training. Each year, UCB graduates a significant number of students claiming a concentration in South Asian Studies. Enrollments in South Asian language courses are exceptionally high (Appendix 2). An institution such as UCB works with the long-range goal of producing PhDs with rigorous training, a goal that takes substantial time to develop and nurture. Over the past seventeen years, UCB students have won over 100 of the most prestigious grants available for South Asia through the AIIS, Fulbright, AIPS, AIBS and SSRC. Recent post-graduate placements (Criterion C1) highlight that the South Asia program at UC Berkeley is central to the national supply of South Asian specialists, and we see this as a true measure of success for this program.

**C.7. Fellowships awarded address national needs:** Table C.2 demonstrates that all of our FLAS fellowships have been awarded in priority languages (e.g. Hindi, Tamil, Urdu, and Bengali) as designated by the U.S. Department of Education's (USDE) list of LCTLs (**FLAS Competitive Preference Priority 2**).

<b>Table C.2 Academic Year FLAS Awards 2014-18</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Number of awards	7	6	7	6
Number of awards to those studying LCTLs at an advanced level	1	4	4	2

Languages	Hindi, Tamil, Urdu, Sanskrit	Hindi, Nepali, Tamil, Sanskrit	Hindi, Sanskrit, Bengali, Tamil, Persian	Hindi, Sanskrit, Urdu, Tamil
Disciplines	Foreign Languages and Literature, Linguistics, Literature, Social Work, Ecology and Natural Resources	Area Studies, Literature, Religious Studies, Ecology and Natural Resources	Area Studies, Religious Studies, Journalism, Business Administration and Management	Anthropology, Religious Studies, Sociology, Foreign Languages and Literature

## D. COMMITMENT TO THE SUBJECT AREA

### D.1. Institution provides financial and other support to the Center, teaching staff, library resources, linkages with institutions abroad, outreach activities, and qualified students related to the Center:

ISAS was formerly the Center for South Asia Studies (CSAS). Its advancement to the status of an Institute in 2014 was promoted by the University Academic Senate and the Vice Chancellor for Research's Office (VCRO) and highlights widespread campus recognition for a program that is both innovative and critical to promoting research, teaching, and community service across the disciplines and professions. This significant expansion into an Institute was complemented by two intellectual transformations over the last two Title VI cycles. First, ISAS has transitioned from a dominant focus on India toward a vigorously interregional understanding of South Asia that incorporates a particular interest in Pakistan, Bangladesh and Nepal. Second, ISAS has transitioned from primarily supporting research in Social Sciences and Humanities to integrating its strengths in these areas with applied research in professional fields including Engineering, Business, Public Policy, Information Science, Urban Planning, Journalism, and Public Health.

Last year, UCB assisted ISAS in personnel, accounting, computer support, and grant support

<b>Table D.1 UC UCB Institutional Commitment to South Asian Studies, 2017-18</b>	
<b>Category</b>	<b>Support</b>
Administrative staff	\$590,000
South Asian Language Faculty	\$600,000
Non-Language Faculty	\$3,940,000
Library Personnel	\$700,000
Language Support Staff	\$280,000
Outreach Staff	\$200,000
Fellowship and Student Aid	\$3,150,000
<b>Total University Commitment</b>	<b>\$9,460,000</b>

functions in the amount of approximately \$590,000.

Specifically for ISAS, the University provides a direct budget line item for the salary of the Institute's Director and the Institute's Executive Director, as well as an office suite. In addition, UCB fully supports the summer salary for the

Director as well as assistance for a visiting scholar exchange program. Table D.1 provides a summary of the University's other financial contributions for last year.

Given the budgetary crises faced by California and shrinking campus resources, it is no small matter that UCB supports South Asian Studies to such a significant extent. Of the 68 South Asia-related faculty, more than half have tenure or are tenure-track (Table B.1) and all receive their salary and benefits directly from the University. In any given semester, UCB supports between 85 and 120 courses with significant South Asia content. As a group, the faculty at UCB leads the field of South Asia Studies from Less Commonly Taught Languages (LCTL) to Science, Technology, Engineering and Math (STEM), and are known to be dedicated teachers offering a relevant, diverse, and future-oriented South Asia Studies curriculum (Appendix 1, 2).

UC Berkeley's world-renowned library system is one of the top-ranked among universities internationally. It includes the main Doe Library and 22 branch libraries, which together account for more than 11 million volumes. The library's South Asia acquisitions budget for 2017-2018 held steady at \$120,000 for the purchase of monographs and serials from South Asia. Another \$7,000 funded South Asia-related materials published in English or other European languages (Criterion E).

Berkeley Study Abroad (BSA) provides a variety of opportunities for faculty and undergraduate and graduate students. Between 2013-2018, BSA helped 7,731 UCB students study abroad in semester or yearlong programs run by the UC wide Education Abroad Program (UCEAP). Through UCEAP, students can attend an international summer school program in Delhi, hosted by the School of International Studies at Jawaharlal Nehru University. They can also go to India for a fall semester program in Mumbai, which includes a semester-length internship and core course on India. The internship and program logistics are facilitated by The Academic Internship Council (AIC) and the core course is taught on the St. Xavier's College campus. In addition, UC Berkeley is still No. 1 when it comes to graduates entering the Peace

Corps, with 3,640 alums since the program launched in 1961.

In September 2013, ISAS received a \$3.1 million grant from the US government to re-establish, in collaboration with the American Institute of Pakistan Studies (AIPS), the Berkeley Urdu Language Program in Pakistan (BULPIP). First established in the early 1970s, BULPIP's purpose is to provide intensive Urdu language training to American students, scholars, and teachers, who have research and professional interests in Pakistan, Islam, the Muslim communities of South Asia, and Urdu language and literature. The BULPIP program is based at the Lahore University of Management Sciences (LUMS) in Pakistan and allows up to ten US-based students to spend fifteen-weeks each year to study Urdu language through an intensive Urdu language immersion program. The first cohort of students began classes at LUMS in August 2014. We are now in the fifth year of this program and almost thirty students have benefited from it. BULPIP is the only language program of its kind in Pakistan and represents a critical bridge toward building scholarly and professional ties between the US and Pakistan.

In addition to our partnership with LUMS, in this past grant cycle, ISAS has also established an international partnership with Habib University. Based in Karachi, Habib University is by some accounts the premier liberal arts university in Pakistan now. The founders of the university, the Habib family, have also endowed an annual lecture series at UCB aimed at improving and diversifying conversations about Pakistan in the United States. Through this partnership, we plan to offer opportunities for exchanges for faculty and graduate students between the two universities.

Since 2016 we have also worked with the U.S. Department of State to host annual Fulbright Pakistan Social Entrepreneurship and Re-entry Seminars. These are designed to prepare on average over hundred Pakistani Fulbright students for their return to Pakistan upon completion of their courses of study in the United States.

In the last cycle, we also developed partnerships with two important universities in Bangladesh:

BRAC University, established by BRAC, the largest non-governmental organization in the world, and the Business School at the Independent University in Bangladesh. We have sent faculty from UCB to conduct workshops at both universities as well as sent students to take part in internships and research opportunities. Looking to Fall 2018, a small group of faculty members from BRAC University will be hosted by ISAS for up to two weeks. They will have an opportunity to use UCB resources to bring projects to fruition as well as explore joint research projects with UC Berkeley faculty. Following a visit to ISAS in April 2018 by the VC of North South University, the oldest private university in Bangladesh, we are also in talks to collaborate with that institution. These partnerships reflect UCB's critical role in establishing the first ever Center for Bangladesh Studies in the United States in 2013.

Over the past cycle we have deepened our connections, through joint research projects, conferences, and student exchange programs, with other institutions across S. Asia. In India, we have ongoing collaborative ventures with JNU, University of Delhi, Center for Women in Developing Societies, Centre for Policy Research, and the Centre for the Study of Developing Societies in Delhi; the Center for Study of Social Sciences, Jadavpur University, and Calcutta University in Kolkata; Indian Institute of Science and Indian Institute of Human Settlements in Bangalore; the Indian Institute of Technology in Bombay; and the Indian Institute of Technology in Kharagpur. In Nepal, UCB faculty have ongoing collaborative projects with counterparts at Tribhuvan University.

UCB is also one of the nation's most active host institutions for foreign scholars and students. In 2017, UCB hosted 6,345 international students from 120 different countries. In Fall 2017, the campus hosted 572 students from India; this was a 16% increase from the previous year. There were also sixteen students from Bangladesh, three from Nepal, thirty-four from Pakistan, and eight from Sri Lanka.

UCB supports much of our K-14 outreach through ORIAS (Office of Resources for International and Area Studies), which facilitates teacher training and curriculum development with the help of ISAS

staff and faculty (Criterion I). The university fully supports ORIAS through the availability and expertise of ORIAS coordinator, S. Carter. During this cycle, ISAS will continue to work with ORIAS to develop South Asian language training workshops for K-14 teachers (**NRC Absolute Priority 2**). Every South Asia Studies-focused graduate student receives generous support through a University fellowship, teaching or research appointment, or work-study job. It is the Department of South and Southeast Asian Studies (DSSEAS) practice that admitted graduate students are supported through monthly stipends and waived tuition costs for each semester enrolled. At the university level, between 2016-17, 58% of UC Berkeley graduate students in the Humanities and Social Sciences received fellowships, 34% teaching assistantships, and 6% Research Assistantships.

UCB awards first-year Foreign Language and Area Studies (FLAS) recipients additional support by covering a portion of the out-of-state tuition for entering students. Most departments at UCB top all FLAS recipients to \$24,000. This institutional support is significant additional funding for incoming ISAS FLAS awardees above and beyond their FLAS awards. Furthermore, the Graduate Fellowship Office (GFO) provides support through the expertise of the Fellowship Coordinator of FLAS.

## **E. STRENGTH OF LIBRARY**

**E.1a. Strength of institution's library holdings:** The UCB library is consistently ranked as one of the top U.S. public university libraries in North America. The UCB Library ranks eighth out of 114 on the Association of Research Libraries (ARL)'s Library Investment Index for 2015-2016, boasting total library expenditures at \$55,984,751. The UCB library pays particular attention to the acquisition of on-line and digital resources. Since 1996, the Library has made collection development of digitized material a strategic priority. Annually the library spends over \$5m on digital materials in addition to having an active program to digitize and publish unique collections.

Despite almost two decades of shrinking state funding for the UC system UC Berkeley's South Asia collection continues to rank among the top three South Asia collections in the nation in collecting levels, scope, current acquisitions activity, staffing, reference service, user access, and cooperation with other libraries. It is the largest collection on the West Coast and is housed primarily in Doe Library, the main library on campus. With long weekday and weekend hours, Doe Library is easily accessible to the UCB community and public. Portions of the collection are also housed in subject specialty libraries like the South/Southeast Asia Library (where lots of reference works can be found), the Music Library, the Anthropology Library, the Biological Sciences Library, and the Law Library.

The entire South Asia collection boasts the following holdings: subscriptions for about 3,000 serials, 1,700 from the U.S, U.K, and Western Europe and 1,300 from South Asia. 175 are published in regional languages, 25 by the South Asia diasporic community and 15 are South Asia daily newspapers. Furthermore, the South Asia collection encompasses more than 500,000 monographs (with around 6,000 new volumes added annually), 3,900 maps, 800 videos and DVDs, numerous thematically or linguistically arranged special collections, extensive special format holdings (such as films, prints, sound recordings, slides), and a number of palm leaf and paper manuscripts in Tamil, Sanskrit, Sinhala, Urdu, Hindi and Persian.

Hindi, Tamil, Urdu, Bengali and Sanskrit comprise the majority of South Asian-language texts, but the collection holds tens of thousands of volumes in other South Asian languages including Telugu, Sinhalese, Sindhi, Panjabi, Pashto, Nepali, Kashmiri and Dari. We are asking for support for the South Asia librarian to make a trip to India to continue to grow the South Asia collections.

A full-time librarian, a part-time web and office assistant, and two student employees oversee the South Asia library collection. The librarian is responsible for cataloging all incoming material in non-English languages and assisting in cataloging all South Asia-related material. The South Asia collection's

librarian, A. Malik (Appendix 1), is fluent in Urdu, Hindi, Panjabi/Gurmukhi and Siraiki, and has a working knowledge of seven more South Asian languages. He is also available for consultations with faculty and student researchers, and often organizes special tours and provides guidance on specific topics for many visiting scholars. ISAS supports the Library's collecting efforts by financing librarian travel for on-site acquisition of rare materials, funding one part-time cataloging and digitization assistant, and underwriting major purchases and collection enrichment programs.

**E.1b. Research materials available through cooperative arrangements:** UCB's library is involved in a number of cooperative programs including: (1) SACWest (UC Berkeley, UCLA, and the Universities of Texas, Washington and Hawaii coordinate their acquisitions to avoid unnecessary duplication of titles and divide responsibility for collection of Indian languages based on teaching programs and historical strengths), (2) the RLC Program (UC Berkeley, UT Austin and Stanford University have a cooperative agreement to share their collections), (3) UC Berkeley and Stanford have additional agreements (aimed at coordinating their collection development activities to minimize duplication in acquisitions, use their budgets more efficiently, and to share their resources and staff skills), (4) CONSALD (the UCB South Asia collection is part of the cooperative collection development project started by the national association of South Asia librarians), (5) SAOA (UC Berkeley is a founding member of the South Asia Open Archive that aims to address the current scarcity of South Asia-related digital resources and to make South Asia collections more widely available to scholars both within the US and beyond through open access), (6) California Digital Library (a cooperative agreement among the nine UC campuses to build a common collection of library resources that can be shared with libraries across the nation through interlibrary lending), (7) Bay Area Libraries Information System (provides book lending services, photocopying, and specialized reference assistance to some 95 public libraries across northern California), and (8) CLASS (a project to enhance cooperation and sharing of research resources among California's public and academic libraries).



The UCB library's online holdings are available at all times, free of charge, for remote use by any person officially affiliated with UCB. Users from other institutions are allowed to use any of the library's digital resources freely on the premises but are not granted remote access rights due to licensing restrictions. Persons unaffiliated with the campus are given full access rights (upon receipt of a day pass, provided upon request and with proof of identity in the form of a photo ID) to consult materials in campus libraries. Unaffiliated users also have the option of purchasing library cards that enable them to check out books from the collections. Visiting scholars and teachers at other institutions are given preferential rates when acquiring library cards.

## **F. QUALITY OF THE INSTITUTE'S NON-LANGUAGE PROGRAM**

**F.1. Institute's course offerings:** ISAS sponsors, coordinates and supports courses in a broad range of undergraduate and graduate non-language areas, as evidenced in Appendix 2. These courses constitute the critical underpinning for extensive, interconnected programs in South Asia Studies housed in a variety of academic departments, interdisciplinary groups, and professional schools. UCB is one of very few institutions in the nation to offer both undergraduate and graduate degree programs focusing on the history, arts, cultures, politics, societies, economies, and ecology of this vital region. These courses reach thousands of students every year. In 2016-2017, the latest year for which numbers are available, 4,372 students took classes with at least 25% South Asian content.

Specific courses of instruction concentrating on South Asia are offered in numerous departments and schools. Courses with significant South Asia content offered in the professional schools include: Building Smart Cities in India (Haas School of Business), Race, Ethnicity, and Health (School of Public Health), International Reporting (School of Journalism), Executive Public Policy for Internationals, Government of India (School of Public Policy), and Business, Social Responsibility, and Human Rights (School of Law). Where South Asia specific courses are not available in the professional schools, more flexible

options including individual or team based work create opportunities for South Asia-focused research.

**F.2. Interdisciplinary courses:** ISAS has been instrumental in encouraging instructional units to expand their course offerings in South Asian Studies through co-teaching agreements and cross-listings. As a consequence the largely literature- and languages-focused DSSEAS has expanded its interdisciplinarity by inviting R. Ray (Sociology), L. Cohen (Anthropology), J. Bakhle (History) and J. Dalton (East Asian Languages and Literature) to hold joint appointments with the department. R. Ray (Sociology) and I. Ray (Energy and Resources Group) are affiliated with the Department of Geography. A. Rospatt (DSSEAS) is chair of Buddhist Studies. M. Faruqui (DSSEAS) supervises doctoral dissertations in History. Most prominently courses taught in Women's Studies, the Energy Resources Group, Sociology, Anthropology, Political Science, Economics, Modern History, and Development Studies now include new interdisciplinary approaches to thinking about development in South Asia.

**F.3. Faculty and pedagogy training:** The 68 South Asia Studies faculty at UCB, including faculty in business, engineering, and the professional schools, and the number of South Asia centered courses continue to grow and diversify as interest in the region intensifies in areas of economic and social development, urbanization, governance, public health, and South Asian cultural production (see Table F.2).

ISAS works closely with the DSSEAS to further its mission of excellence in South Asian Studies. Professors such as R. Goldman (an American Academy of Arts and Sciences Fellow and recipient of the Presidential Certificate of Honour for Sanskrit in India), A. Rospatt and J. Dalton (experts in Buddhist Studies), V. Paramasivan (who focuses on the pre-modern and early modern literary and religious cultures of North India, particularly Bhakti or devotional literature), and M. Faruqui (who focuses on the Muslim experience in South Asia and is a 2014 recipient of the Distinguished Teaching Award, the highest award bestowed to faculty at UCB for excellence in teaching) maintain UCB's reputation as an unquestioned leader in classical Sanskrit, Buddhist Studies, Hindi, and South Asian History. Key faculty in South Asian

**Table F.2 UC Berkeley Faculty 2017-18 specializing in South Asia by discipline**

<b>Anthropology</b> L. Cohen S. Mahmood <b>Art History</b> A. Gupta S. Ray J. Williams ( <i>Emeritus</i> ) <b>Art Practice</b> A. deSouza A. Kazmi <b>Bangla</b> A. Basu ( <i>Lecturer</i> ) A. Paul ( <i>Lecturer</i> ) <b>Buddhist Studies</b> P. Jaini ( <i>Emeritus</i> ) A. von Rospatt J. Dalton <b>Business</b> S. Darwin <b>Economics</b> P. Bardhan ( <i>Emeritus</i> ) A. de Janvry <b>Engineering</b> E. Brewer A. Gadgil A. Majumdar J. Malik S. Salauddin S. Shastry <b>Energy</b> D. Kammen I. Ray	<b>English</b> P. Saha <b>Environment</b> J. Romm ( <i>Emeritus</i> ) <b>Ethnic Studies</b> J. Singh ( <i>Lecturer</i> ) <b>Gender</b> P. Bacchetta <b>Geography</b> S. Chari <b>Global Studies</b> C. Talwalker ( <i>Lecturer</i> ) D. Zook ( <i>Lecturer</i> ) <b>Hindi</b> U. Jain ( <i>Lecturer</i> ) V. Paramisvan P. Sirasao ( <i>Lecturer</i> ) <b>History</b> J. Bakhle N. Dirks M. Faruqui E. Irschick ( <i>Emeritus</i> ) A. Kaicker T. Metcalf ( <i>Emeritus</i> ) <b>Information</b> A. Saxenian <b>Islam</b> A. Ahmed <b>Journalism</b> G. Anand <b>Law</b> S. Katyal A. Sood <b>Linguistics</b> G. Holland	<b>Literature</b> V. Chandra ( <i>Lecturer</i> ) V. Dalmia ( <i>Emeritus</i> ) H. Ram <b>Media</b> E. Bolton ( <i>Lecturer</i> ) <b>Music</b> B. Wade ( <i>Emeritus</i> ) <b>Politics</b> J. Bussell T. Dunning K. Chaudhry P. Chhibber N. Joeck ( <i>Lecturer</i> ) <b>Public Health</b> J. Colford C. Snell-Rood A. Smith <b>Public Policy</b> S. Shetty ( <i>Lecturer</i> ) <b>Punjabi</b> U. Ubhi ( <i>Lecturer</i> ) <b>Sanskrit</b> R. Goldman S. Sutherland-Goldman ( <i>Lecturer</i> ) <b>Sociology</b> R. Ray <b>Tamil</b> S. Bharathy ( <i>Lecturer</i> ) J. Clare ( <i>Lecturer</i> ) G. Hart ( <i>Emeritus</i> ) K. Hart ( <i>Emeritus</i> ) <b>Urdu</b> G. Bruce ( <i>Lecturer</i> )
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Art include: S. Ray (Art History, whose interests are focused on visual practices and built spaces in early modern and modern South Asia), Allan deSouza (Art Practice, whose photography, installation, text and performance works restage historical evidence through counter-strategies of fiction, erasure, and (mis)translation), A. Kazmi (Art Practice, who focuses on transdisciplinary, performative, and relational works where people, media, and objects come together) and A. Gupta (Art History, who focuses on modern and contemporary South and Southeast Asian Art). Their presence at UCB has made it the leading center for the study of S. Asian art in the United States.

Other prominent faculty include: A. Ahmed (Near Eastern Studies, who specializes in early Islamic

social history and pre-modern Islamic intellectual history), J. Bakhle (History, who specializes in the intellectual and cultural history of modern India), N. Dirks (History and Anthropology, whose work has transformed our understanding of caste and kingship in colonial India), A. Kaicker (History, a specialist of eighteenth-century India), J. Bussell (Political Science and Public Policy, whose research seeks to understand the foundations of democratic politics in South Asia), and P. Chhibber (Political Science, a leading expert on governance and party politics in India). I. Ray (Energy Resources Group), A. Gadgil (Engineering), and L. Cohen (Anthroology) are world-renowned scholars for their innovative approaches to development studies, urban planning, technology and development, energy, clean and safe water, public health, aging, and national data collection projects. P. Bacchetta (Gender Studies), R. Ray (Sociology), and P. Saha (English) have made crucial contributions to studies of gender, culture, and politics in South Asia. S. Darwin (Haas School of Business) is at the forefront of a cutting-edge joint project between Haas and ISAS to implement a “smart villages” project aimed at enabling rural people across India to provide for themselves through entrepreneurship, job training, and onboarding to open innovation platforms.

Tenure-track or tenured faculty hires since 2015 include: S. Chari in Geography (works on social theory, political economy, development, agrarian studies, labor and work), V. Kailasam in DSSEAS (works on contemporary Tamil Literature and Visual Culture), G. Anand (former foreign correspondent for the *New York Times* and the *Wall Street Journal* in India) in the School of Journalism, and S. Katyal in the School of Law (works at the intersection of technology, intellectual property, and civil rights). The presence of these faculty members will further solidify our already strong relationships with the various professional schools and departments on campus.

In addition to formal pedagogical training by home departments, Graduate Student Instructors (GSIs) receive substantial pedagogical support from the Graduate Student Instructor (GSI) Teaching and Resource Center, an academic unit within the Graduate Division. The GSI Center provides teaching training

to around 1,600-1,800 GSIs every year with the specific goal of preparing them for teaching. As well as attending a two-day orientation conference organized by the GSI Center, GSIs are invited to participate in workshops aimed at highlighting specific teaching issues of interest to them. Course improvement grants provide funding for GSIs to undertake projects that enhance instruction and increase teaching effectiveness (videotaping and feedback; revising teaching handbooks; creating pedagogy seminars). The GSI Center also offers a one-of-a-kind, five module, online ethics course for GSIs, faculty, students, and staff. The Center also sponsors annually the *Outstanding Graduate Student Instructor Award* and the *Teaching Effectiveness Award*.

**F.4. Specialized course coverage in one or more disciplines:** A complete listing of all courses taught with South Asian content of at least 25% is provided in Appendix 2 with their most recent enrollments. The Departments of Political Science, History, Music, Art History, Anthropology, English and DSSEAS all offer upper division undergraduate courses in the study of South Asia as well as graduate level seminars. Additionally, individual faculty regularly offer South Asia-specific Independent Study courses to advanced undergraduate and graduate students. Our students are thus well equipped to be South Asia specialists in their disciplines. In this coming cycle, we plan to offer more specialized courses with a focus on contemporary Pakistan and Bangladesh (Appendix 3).

## **G. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM**

**G.1. Extent of language instruction:** UCB provides comprehensive instruction at three levels, from introductory to advanced, in four of the major literary and spoken languages of South Asia: Hindi, Urdu, Tamil, and Sanskrit, and instruction in two levels, introductory and intermediate, in three languages: Bengali, Punjabi, and Telugu. All seven languages are priority languages as defined by the Secretary of Education. Instruction in reading, writing, conversation and literature in these languages is extensive, both in breadth and depth, and students can earn BA, MA (in all seven), and PhD degrees in Hindi, Urdu, Tamil

and Sanskrit.

As demonstrated in Table G.1, enrollments in South Asian languages are substantial due to

Table G.1 South Asia Language Enrollments					
Language	Levels B = Beginning I = Intermediate A = Advanced	2015-16 student enrollments		2016-17 student enrollments	
		UG	G	UG	G
<i>Bengali</i>	B, I	18	1	17	2
<i>Hindi</i>	B, I, A	96	7	67	11
<i>Urdu</i>	B, I, A	58	1	50	7
<i>Punjabi</i>	B, I	41	3	40	2
<i>Sanskrit</i>	B, I, A	13	18	12	12
<i>Tamil</i>	B, I, A	29	7	30	2
<i>Telugu</i>	B, I	16	1	12	1

increasing interest on the part of both

undergraduates and graduate students

conducting research in this important region.

## **G.2. Three or more levels: Advanced**

undergraduate seminars at the third year level

or beyond are offered

in Hindi, Urdu, Tamil, and Sanskrit. UCB also offers graduate level instruction in all four languages in addition to Pali and Prakrit in connection with the graduate degree program in Buddhist Studies. Two additional important scholarly languages of South Asia, Persian and Arabic, are offered at all levels in the Department of Near Eastern Studies. In the last two cycles, DSSEAS has offered introductory to intermediate levels of Punjabi, Bengali and Telugu. All these languages have been recognized as significant LCTLs for development within the South Asia curriculum at UCB due to their rich cultural heritage, undergraduate student demand, and significance to the political, economic and social conversations of one or more countries in South Asia.

Due to Title VI support over the last few cycles for Urdu, Bengali, Telugu and Punjabi, ISAS has been able to build expertise in teaching these languages; this excellence in teaching has, in turn, allowed us to leverage strong community support for all these languages. In this funding cycle, we request 30% funding for our Urdu instructor (down from 33% in the previous cycle). Punjabi will be supported at 40% by Title VI funds (down from 67%). For Telugu we request 20% support from Title VI funds. As a result of successful community fundraising during this last cycle, we request only 20% of Title VI support for Bengali (as opposed to the 50% support of Bengali in the last few cycles). Tamil is now completely

supported by community funds.

**Table G.2 South Asian Languages at UCB**

Language	S. Asian countries	Instructors/ non-language faculty	Teaching Levels	Title VI funding request	Donor/ endowment funding	Summer programs	Independent study courses	Adv. courses
Hindi	India	1 Senior lecturer, 1 lecturer, 1 DSSEAS faculty member (literature)	3	-	-	SASLI, UCB	Yes	Advanced undergrad courses
Urdu	Pakistan, India	1 lecturer, 1 faculty member (literature)	3	30%	Urdu endowment (partial)	SASLI, UCB	Yes	Advanced undergrad courses
Tamil	Sri Lanka, India	1 lecturer, 1 DSSEAS faculty member (literature)	3	-	Endowed Tamil Chair	SASLI	Yes	Advanced undergrad and grad courses
Bengali	Bangladesh, India	1 lecturer	2	20%	Bengali endowment (partial)	SASLI	Yes	No
Punjabi	Pakistan, India	1 lecturer	2	40%	Community fundraising planned for 2018-2022	SASLI	Yes	No
Sanskrit	Nepal, India	1 lecturer, 1 DSSEAS faculty member (literature)	3	-	-	SASLI	Yes	Advanced undergrad and grad courses
Telugu	India	1 lecturer	2	20%	Telugu endowment (partial)	SASLI	Yes	No

Faculty members such as V. Paramasivan and R. Goldman offer literature classes focused on Hindi and Sanskrit and teach advanced graduate students in their respective languages. Hindi classes in particular attract a large number of students from Business, Engineering, and other professional schools. V. Paramasivan's course on modern Hindi literature examines translated Hindi texts with the backdrop of social, economic and political change in India and attracts students from Anthropology, Art History, History, and Political Science. A. von Rospatt's SSEAS 215A and B is cross-listed with Buddhist Studies and uses Sanskrit to read textual materials. This course attracts students from many other disciplines including Art History, History, and Religious Studies, as well as students from neighboring universities. M.

Faruqui is able to guide advanced Urdu students in research and reading, as does R. Ray for Bengali.

**G.3. Sufficient language faculty available and exposed to current pedagogy:** Hindi, Urdu, Sanskrit, and Tamil have at least one tenure track faculty person as well as one language lecturer; Punjabi, Telugu, and Bengali are all taught by highly qualified lecturers. Attesting to the quality of our language lecturers, two lecturers, U. Jain (Hindi) and S. Goldman (Sanskrit), have written or co-written the definitive textbooks for the teaching of their respective languages in North America. An Emeritus Lecturer (K. Hart) also published the most popular Tamil textbook currently in use across the United States. ISAS's publishing program publishes all of these textbooks.

UCB South Asia language instructional staff has consistently familiarized themselves with current theories and methodologies of LCTL pedagogy. Our Senior Lecturer in Hindi, U. Jain, was one of the first Hindi teachers in the country to qualify as an ACTFL trained instructor in that language. She acts as the administrator of placement and proficiency exams for Hindi for other University of California (UC) campuses and trains GSIs to teach Hindi at all levels through Teaching Assistantships (TA) and supervised instructorships. M. Bruce, lecturer in Urdu, has been central and implementing the widely admired curriculum for the BULPIP program.

**G.4. Quality of language program:** All the South Asian language courses at UCB, in order to maximize student learning, place students at the appropriate level through placement tests consisting of listening comprehension, grammar, reading, and writing. All of our language instructors conduct a verbal assessment of students at the beginning of the class and some instructors administer a pre and post-test in writing and reading. Throughout the class, students generally complete two to four written home assignments a week, give oral presentations or have group discussions in class every week, and take quizzes, midterms and a final exam. All of these methods measure student progress and proficiency in the language while they are taking the course.



The outstanding work of the Berkeley Language Center (BLC) has contributed greatly to the language teaching staff's development and education in contemporary methods and technologies for language instruction. The BLC provides: (1) monthly lecture series, discussion groups, film clubs; (2) technological and pedagogical support for LCTL teaching to/from other institutions; (3) professional library support (through its own library): 750 volumes on SLA, social linguistics, teaching methodologies and methods; (4) semester-long courses on language pedagogy: in-service courses for all language teachers on campus; (5) fellowships to graduate student instructors and lecturers for special research projects to enhance language teaching on campus; (6) travel support for lecturers to present papers at conferences; and (7) library of foreign language film clips to enable instructors to search, find, and play in classrooms short clips to illustrate speech acts, linguistic features, or cultural artifacts. There are more than 4000 films and 18,500 clips currently in the library. Since many of the South Asian LCTLs do not have established textbooks, this is a great tool for language teaching. During this cycle, the Berkeley Language Center (BLC) will host two professional development workshops per semester for language instructors focusing on proficiency guidelines and assessments, curriculum and materials development, and technology in the classroom.

In addition to working closely with the BLC, in this cycle ISAS will continue to support the South Asian Summer Language Institute (SASLI). SASLI is dedicated to training students, faculty, and professionals in the languages of South Asia. Since its inception in 2003, and with partial support of the Title VI-funded South Asia National Resource Centers, SASLI has taught approximately 1,250 students in twelve South Asian languages (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sanskrit, Sinhala, Tamil, Telugu, and Urdu). SASLI students have come from nearly 200 different institutions of higher learning in the United States and over 20 different countries. Each summer SASLI coordinates a week-long pedagogy workshop for the incoming instructional staff. Over the next grant cycle, SASLI will offer a workshop on translating the ACTFL and ILR proficiency testing scales to both the SASLI instructional staff

and to the South Asia NRC leadership. The intention of such a workshop is to develop a standardized approach to translating these scales across the Title VI NRC community and South Asian language instructors who will bring this knowledge back to their respective home institutions.

## **H. QUALITY OF CURRICULUM DESIGN**

**H.1. Undergraduate instruction:** UC Berkeley remains the only institution in California and one of only two on the West Coast to offer a comprehensive South Asia Studies program at both the undergraduate and graduate levels. UCB undergraduate students in other departments can opt for a undergraduate minor in South Asian Studies.

The undergraduate curriculum demands rigorous training in language and culture. DSSEAS offers Hindi, Sanskrit, Tamil and Urdu at all levels of instruction and, since 2006-07, Beginning and Intermediate Punjabi and Bengali as well. In 2008, DSSEAS began offering Telugu at the beginning level, expanding to also include intermediate level instruction in 2010 (Criterion G). Intensive study in at least one of the above languages is a requirement for all DSSEAS undergraduate majors; all graduate students must pass language tests in at least two South Asian languages. Graduate students often continue more advanced language study through intensive programs, such as the AIIS academic year and summer programs. In DSSEAS, undergraduates must choose between a concentration in South Asian Civilizations or South Asian Languages and Literature, both of which require four semesters of coursework on South Asian culture and civilizations. Students go on to complete a minimum of nine additional upper-division courses focusing on South Asia; in consultation with a Student Affairs Officer (SAO), South Asia Civilizations students select an area of interest such as religion or art history to pursue interdepartmentally, while Languages and Literature students complete at least four additional semesters of language work. The departmental goals and expectations are clearly outlined in the following website:

<http://sseas.berkeley.edu/programs/undergraduate/learning-goals>. Since 2014, DSSEAS has graduated on

average fifteen undergraduate majors and ten minors a year. It has also graduated around four MA students and three PhDs per year.

Courses within DSSEAS represent only a fraction of the large body of South Asia curricula available for undergraduates throughout UCB. Cross-listings between departments occur frequently and provide diversity and flexibility to students' chosen courses of study. Moreover, the many South Asia content courses offered for UCB undergrads satisfy mandatory breadth requirements for many disciplines including Anthropology, Asian Studies, History of Art, Sociology, Comparative Literature, Political Science, Development Studies, History, Film Studies, Religious Studies, and others. South Asia content courses are also extremely popular options to satisfy the American Cultures and Rhetoric requirements mandated by all departments at UCB (Criterion F).

Other courses relating to South Asia are offered through the Blum Center for Developing Economies, which houses the extremely popular Global Poverty and Practice Minor that trains students in the study and analysis of global poverty. Launched in 2007, the Minor explores the ethics of global citizenship as well as poverty and inequality throughout the world, including South Asia.

The Global Studies major provides students with the tools that they need in order to make sense of the world in which they live as well as understand how it got to be that way. The Global Studies major requires students to choose a concentration and a geographic region in which to become an expert. Many students choose South Asia as a region in which to specialize, both in terms of content and language. Students work with faculty and the Global Studies advisors to devise a program that best captures their interests and allows them to reach their intellectual and professional potentials.

**H.2 Academic and career advising:** Undergraduates and Graduate students consult a professional Student Affairs Officer (SAO) while planning their curriculum. This level of attention is standard at UCB, where all departments are mandated to have one or more faculty advisors and a SAO for each undergraduate and

graduate student to provide expert advice on navigating academic and career concerns. The College of Letters and Science, which houses the great majority of South Asia-related courses at UCB, maintains an elaborate advising program with highly accessible drop-in advising, while the University operates a Career Center with a staff of more than 40.

The Career Center provides career counseling and assessment and helps students to translate their major and skills to practical real world experiences. It assists in finding internships, connects students with alumni in their field of interest, and offers professional school advising. Typically, over 1,400 employees come to campus every year to help recruit UCB graduates. Complementing the Career Center's efforts, ISAS also provides information, forms and advising (both at the Institute and on our website, <http://southasia.berkeley.edu>) on fellowship opportunities and careers beyond academia, including government service in areas of national need (criterion C.5), work at non-governmental agencies, and K-12 teaching.

**H.3. Training options for students:** Specific courses of instruction concentrating on South Asia are offered to graduate and undergraduate students in the departments, programs, or schools of Anthropology, Art History, Buddhist Studies, City and Regional Planning, Economics, English, Environmental Science, Policy and Management, History, International and Area Studies, Music, Political Science, Religious Studies, DSSEAS, Sociology, Theater, and Women's Studies. These departments have scholars with the research and teaching background to supervise students through all degree levels. Courses with substantial South Asia content are also taught in Agriculture and Resource Economics, Architecture, Asian American Studies, Asian Studies, Business, Development Studies, Energy Resources Group, Geography, Information Science, Journalism, Law, Medical Anthropology, and Public Health (Criterion F).

Students pursuing an MA in DSSEAS take a minimum of two years of graduate level language instruction beyond the advanced undergraduate level, and PhD candidates take a minimum of two years

beyond that. South Asia language and area studies requirements in programs outside of DSSEAS are designed around individual research topics, permitting students to create effective curricula. An added benefit to this large number of language and area studies courses is the ample opportunity they provide for a wide variety of critical teaching experiences for graduate students as instructors or teaching assistants. Across UCB there are ample opportunities for graduate students to improve their teaching skills by serving as teaching assistants or instructors of their own classes. In DSSEAS, for example, almost all graduate student instructors have multiple opportunities to develop and teach their own South Asian courses. This happens following participation in a departmental sponsored pedagogy seminar. DSSEAS, like many UCB departments, offers an annual Graduate Student Instructor Prize to the most effective graduate student teacher in the department.

**H.4. Formal arrangements to conduct research or study abroad:** A key aspect of the ISAS mission is to facilitate South Asia research and language study in the US and abroad. The ISAS website provides comprehensive and continually updated information on various study abroad, fellowship, and internship opportunities for all levels of graduates and undergraduates. The website is supplemented with social media to ensure that students have access to this information. ISAS is an active participant in UCB's EAP that sent sixty-one students to India in the last five years to study simultaneously in the university's Study Centers and in academic departments at Jawaharlal Nehru University and St. Xavier's College in Mumbai. The EAP office has a staff librarian who provides a wealth of information on non-UC study abroad opportunities as well. UCB students have a very high success rate in their applications to the AIIS programs. Between 2014-2018, UCB placed 25 students in intensive summer language and academic year programs in India through AIIS.

**Table H.1 ISAS Opportunities for Research and Internships in South Asia**

<b>Title</b>	<b>Description and webpage</b>	<b>Funder</b>	<b>Regional focus</b>	<b>Number and amount of awards</b>
Berkeley Urdu Language Program in Pakistan (BULPIP-AIPS)	Intensive Urdu language program ( <a href="http://southasia.berkeley.edu/BULPIP">http://southasia.berkeley.edu/BULPIP</a> )	US Department of State	Pakistan	Ten graduate students per year (Fully funded, includes travel and living stipend)
The Berreman-Yamanaka Fellowship for Himalayan Studies	Graduate student awards for research on topics related to Himalayan Studies ( <a href="https://southasia.berkeley.edu/berreman-yamanaka-award-himalayan-studies">https://southasia.berkeley.edu/berreman-yamanaka-award-himalayan-studies</a> )	Berreman-Yamanaka Foundation	India, Nepal and Pakistan	One annual award of up to \$1500
Bhattacharya India Fund	Research travel to South Asia and domestic conference travel ( <a href="https://southasia.berkeley.edu/bhattacharya-graduate-fellowship">https://southasia.berkeley.edu/bhattacharya-graduate-fellowship</a> )	Kimi and Shankar Bhattacharya	India	Two research travel grants (\$1000 each)/ four domestic conference travel grants (\$500 each)
Bodha Pravaham Undergraduate Fellowship for Tamil Studies	Undergraduates pursuing research projects on Tamil Studies ( <a href="https://southasia.berkeley.edu/bodha-fund">https://southasia.berkeley.edu/bodha-fund</a> )	George and Kausalya Hart	India, Sri Lanka	Two undergraduate research travel awards up to \$900 each
Subir Chowdhury Fellowship on Quality of Life in Bangladesh; Malini Chowdhury Fellowship on Bangladesh Studies	Focused on supporting training and research that involves the study of contemporary Bangladesh, historical work on what would later become Bangladesh, or comparative work in which Bangladesh is a central component ( <a href="http://southasia.berkeley.edu/chowdhury-fellowships">http://southasia.berkeley.edu/chowdhury-fellowships</a> )	Subir and Malini Chowdhury Foundation	Bangladesh	Two graduate student/ one undergraduate student grant per year (Amount variable)
Hart Fellowship for Tamil Studies	Supports research projects focusing on Tamil studies ( <a href="http://southasia.berkeley.edu/hart-fund">http://southasia.berkeley.edu/hart-fund</a> )	George and Kausalya Hart	India, Sri Lanka	Two research travel grants (\$3000 each)/ four conference or in-country library research grants (\$500 each)
Maharaj Kaul Memorial Grant	Research travel to South Asia and domestic conference travel ( <a href="http://southasia.berkeley.edu/maharaj-kaul-grants">http://southasia.berkeley.edu/maharaj-kaul-grants</a> )	Maharaj Kaul Memorial Fund	South Asia	Three research travel grants (\$1000 each)/ four domestic conference travel grants (\$500 each)
Syed Sharifuddin Pirzada Dissertation Prize on Pakistan	Annual dissertation prize for the best work in the humanities, social sciences, law, or public health on Pakistan ( <a href="http://southasia.berkeley.edu/pirzada-prize">http://southasia.berkeley.edu/pirzada-prize</a> )	Pirzada Foundation	Pakistan	One award of \$2500 to a recently completed doctoral student
Tata Social Enterprise (Tata SI)	Internships for undergraduate and graduate students with Tata Group's community initiative programs ( <a href="http://southasia.berkeley.edu/tata-ises">http://southasia.berkeley.edu/tata-ises</a> )	Tata Group	India	Eight to ten internships per year (\$1500 stipend plus all living and transportation expenses in India)
The Telugu Society of America (TELSA) Summer Studies Research Award	To promote quality interdisciplinary undergraduate or graduate research on topics pertaining to the people of Andhra Pradesh and Telangana	The Telugu Society of America (TELSA)	India	One grant of \$2500 towards a Telugu Studies project or research in Andhra Pradesh and/or Telangana

Since the last cycle, ISAS have significantly increased our funding opportunities for students to go abroad.

Through our fundraising efforts over the last few years, we are now able to provide an impressive array of funded opportunities for both undergraduate and graduate students to travel, work, and study in countries throughout South Asia. Table H.1 above describes these in detail.

In addition to these ISAS-administered programs enabling student research abroad, ISAS faculty are actively involved in campus-wide student research funding and mentorship programs that enable research abroad. At the undergraduate level, ISAS faculty are closely involved in mentoring students in the Haas Scholars Program, in the Summer Undergraduate Research Fellowship, and the Ronald E. McNair Scholars Program. At the graduate level, ISAS faculty involvement extends to the Institute of International Studies Fellowship, the Dissertation-Year Fellowship, the Guru Gobind Singh Fellowship, the Townsend Dissertation Fellowship, the Mentored Research Award, the Doctoral Completion Fellowship, and the Dalmia Fund. Furthermore, undergraduates are prepared for research abroad by developing close relations with ISAS faculty and their research through the UCB Undergraduate Research Apprenticeship Program.

Members of our staff are well versed with the opportunities offered by AIIS, AIPS, AIBS, American Institute for Sri Lankan Studies (AISLS), Fulbright IIE and Fulbright Hays, and SASLI. Title VI support of SASLI, through a yearly contribution and one summer FLAS, is vital to the continued training of students, both undergraduate and graduate, in the LCTLs of South Asia. Both the Director and Executive Director of ISAS sit on the advisory boards of SASLI, AIBS, AIPS, AISLS, and AIIS, all of who have their annual meetings during either the Association of Asian Studies (AAS) annual meeting in March or the Annual South Asia Conference held at the University of Wisconsin-Madison meeting in October.

## **I. OUTREACH ACTIVITIES**

**I.1a. Elementary and secondary schools:** ISAS programs reach students, faculty, schoolteachers, and the wider Northern California community, while also having a national impact. ISAS develops K-14 teacher programs and resources that support the activities of educators who integrate international content into the

curriculum. We helped found and actively participate in ORIAS, which is partially financed by NRC funds as well as by the University and external grants. Meeting the **NRC Program Absolute Priority 2**, this office is dedicated to providing scholarly resources and supporting professional development in South Asia Studies for K-14 teachers. Joint teaching institutes and workshops organized around World History themes for K-12 teachers have been the focus of ORIAS activities since 1998. Content support from area experts provides much needed knowledge in area studies beyond the limited resources of a textbook.

During this past cycle, South Asia was significantly represented in the ORIAS programming. Last summer at the community college summer institute, close to 40% of the speakers focused on migration in the Indian Ocean basin with an endpoint or an origin in South Asia. This year, one of the K-12 institute

**Figure I.1: ORIAS programs**



speakers will focus specifically on architecture in Mumbai. South Asian content has also been highly represented during the academic years programs. Several of the most popular programs, including the paper-making program at the Asian Art museum, an

in-district program on Buddhist art, and an event at the Hearst Museum with S. Ray, took place during this last cycle. ORIAS programs in the various areas are outlined in Figure I.1 and programs and materials distributed by ORIAS are designed in collaboration with teachers, scholars and others. They are available on the web at <http://orias.berkeley.edu>. In the past cycle, ORIAS sent out a bi-weekly e-newsletter to more than 1100 subscribers with information about events, resources and opportunities for educators in International Studies. On average, 200 K-14 educators participate in ORIAS related events every year (<http://orias.berkeley.edu>). In the past cycle, ORIAS sent out a bi-weekly e-newsletter to more than 1100



subscribers with information about events, resources and opportunities for educators in International Studies. On average, 200 K-14 educators participate in ORIAS related events every year.

From 2014 to 2017, 613 K–12 teachers throughout Northern California participated in UCB’s ORIAS programs. Based on data documented through personal testimonials, survey submissions, and

**Figure 1.2: ORIAS statistics**

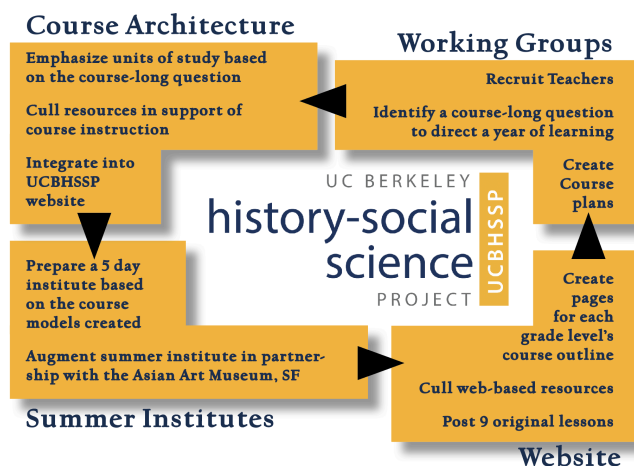


teacher dialogues, the summer institutes hosted by UCB’s NRCs offer a critical foundation for curriculum development and classroom design in schools in the San Francisco Bay Area as well as across northern and central California.

This cycle, like the last, we will once again partner with the UC Berkeley History-Social Science Project (UCBHSSP) (**NRC Competitive Preference Priority 2**). The UCBHSSP’s customized professional development programs respond to the needs of school sites in order to strengthen teacher capacity and increase student discipline-specific literacy and thinking as well as content knowledge. UCBHSSP has proposed the creation of three global history course outlines (6th, 7th and 10th grade) in collaboration with scholars, graduate students, and classroom teachers. These outlines will be developed by a working group of teachers and be informed by the recently adopted California H-SS Framework and input from faculty and graduate students, who will identify sources for lesson development as well as add content knowledge toward reinforcing historical significance. The materials will be presented in three summer institutes and displayed on a reformatted UCBHSSP Global History webpage (Appendix 3).

In this past cycle, UCBHSSP offered a series of three, one-day workshops each year in partnership

**Figure I.3: UCBHSSP's programs**



with several of the Title VI funded centers and institutes. During the first three years of the grant cycle, these sessions included a scholar lecture, a model lesson developed in collaboration between a classroom teacher and graduate student, and time for teachers to work on their own materials. The lessons were then placed on a special “Global History” page on the HSSP website,

which has received nearly 3600 hits over the course of the grant cycle (<http://ucbhssp.berkeley.edu/global-history>). In the final year of the cycle, UCBHSSP partnered with ORIAS to host a three-day symposium on the use of games in history classrooms. Sixty teachers attended at least one day of the symposium. Materials developed for symposium are also included on the UCBHSSP Global History landing page.

Every summer ORIAS holds a week-long workshop for teachers on a theme related to International Studies for which ISAS provides several speakers on South Asia-related issues. ISAS will continue its support for this in the next cycle. The themes for 2018-2022 are: (1) *Body & Identity*: This summer institute will explore eight commonly taught topics in World History, literature, visual arts, and sciences, each using the lens of gender, sexuality or disability. The purpose will be to investigate how conceptions of gender, sexuality and disability have changed across time and place. It will also meet teacher requests for resources on these topics. Equally important, it will provide teachers with the context to understand, assess, and apply new material as developed by various organizations. (2) *The World In Film*: This institute will draw on the resources of the UC Berkeley-based Pacific Film Archive (PFA) to explore techniques, motifs, and important themes in film history and regional film traditions. It will provide teachers with tools to bring

film analysis to their classrooms, increasing student engagement and critical thinking skills. (3) *The Little Ice Age*: This institute will explore recent research on the global characteristics and effects of the Little Ice Age (~1350 – 1850). Participants will learn how climatologists, historians, archaeologists (and others too) are piecing together understanding of the Little Ice Age. They will also see examples of the varying ways different societies represented and responded to this non-anthropogenic climate change. The fourth theme will be: (4) *Propaganda*: What are the characteristics of powerful communication? This institute will explore “speech” – defined broadly to include potent non-verbal communication as well as the spoken and written word. In addition to learning how to analyze and discuss powerful communication across different media, participating teachers will explore connections between messages and communications technologies across time and place.

The newly re-organized Speakers Bureau has featured speakers from all eight world areas. Speakers are identified through collaborations between ORIAS, the Area Studies Centers, and the Graduate Division. Speakers have presented to 1000+ students each over the past two years and have also been engaged for teacher professional development (both K-12 and community college). They have presented to 20+ teachers each year. Speakers have ranged across disciplines, including History, Anthropology, Archaeology, Journalism, Literature, Linguistics, International Development, and others. One of the most popular speakers was a graduate student from the Master’s in Development Practice (MDP) program whose research focuses on Bangladesh.

**I.1b. Postsecondary institutions:** In the last cycle, we have had a very successful series of summer workshops through ORIAS focused on community college faculty interested in redesigning their world history courses to strengthen the pipeline for transfer students. We recognized that only a handful of community colleges offer World History Survey credits articulating to UC Berkeley. This gap in the college pipeline reflects both changes in the rapidly growing field of World History and the need for greater

communication among faculty in the field. The goal of these workshops has been to have courses move away from World History as a collection of regional histories and towards the study of global processes. After each seminar, participants have a clear idea of how to redesign their syllabus such that it can articulate to the UCB's World History Survey course.

To address **NRC Competitive Priority 1**, in this cycle, we propose a two-year project that will yield two online World History courses (pre-1500 and post-1500). A team of three to four experienced community college teachers who have attended past ORIAS summer institutes will build each course. The courses will use best-practices for online instruction and will draw on curricular guidance from past Summer Institutes. The ultimate goal is that each course be: 1) accepted by California's community college online course exchange (<http://ccconlineed.org/oei-course-exchange/>) and 2) gain approval for UC system-wide articulation (either simply for transferrable credit or, ideally, IGETC articulation). The online course exchange currently includes 56 of the state's 114 community colleges, including 17 of its MSIs. Because the online course exchange approves a course/teacher combination it makes the most sense to work directly with teachers rather than with institutions. Each course will be built in Canvass and with some level of Creative Commons licensing, making it immediately accessible and adaptable by anyone with internet access (Appendix 3).

The Community College World History workshops have strongly contributed to developing curriculum and teaching strategies. Assessment of impact is based on surveys as well as direct communication and facilitation with faculty. Attendance at the Community College World History institutes continue to grow in terms of numbers and interest, and the workshop series addresses the needs of community college faculty in a constructive way. Surveys from this past cycle find that 100% of the attendees from the community college summer institutes would recommend this event to their colleague. In response to a survey question, "What part of this program was most useful to you?" respondents answered:

*“I was particularly impressed this year with a central theme, and how most of the presentations seemed to break the conventions of gender analysis. I was particularly grateful for non-Western presentations, as that helped fill in the (considerable) gaps in my knowledge there.”* And *“Every year this conference contributes to my teaching. I develop new content and new approaches to their presentation. Much of the reading and research I do is inspired by ideas presented or shared here.”* All our programs with community colleges require strong faculty engagement. We will continue to have our faculty, especially those in the Social Sciences departments (particularly History and DSSEAS), provide their expertise to the Community College World History institutes. One of our goals this cycle is to engage community college faculty who have no prior experience with ORIAS so we continue to develop a strong cohort of teachers (Appendix 3).

**I.1c. Business, media, and the general public:** ISAS invites experts from around the world to address students and faculty about current and modern South Asian issues. It also provides speakers and performers on contemporary events or cultural phenomena to local World Affairs Councils, school programs and community events. Working in partnership with other UCB departments ISAS also co-sponsors speakers, conferences and projects.

Between 2014-18 ISAS hosted 279 events – including lectures, films, cultural shows, theatre productions, workshops, and small and large conferences. Total attendance at South Asian events over the last grant cycle was approximately 54,500. A more detailed break-up of the events and attendance is given in Table I.1.

<b>Table I.1: ISAS Public Programming</b>								
<b>Event Type</b>	<b>AY 14-15</b>		<b>AY 15-16</b>		<b>AY 16-17</b>		<b>AY 17-18</b>	
	<b>No</b>	<b>Attnd</b>	<b>No</b>	<b>Attnd</b>	<b>No</b>	<b>Attnd</b>	<b>No</b>	<b>Attnd</b>
Public Lecture Series	38	4481	27	1902	34	2699	40	2068
Faculty/Student Colloquia	15	611	8	314	8	321	11	489
Symposia/ Conferences	5	468	5	396	7	584	8	1030
Language Events (Urdu, Punjabi, Bangla)	1	380	0	0	0	0	2	420
Films/ Documentaries	9	1572	6	2311	13	1972	8	1955

Music/ Performing Arts	7	1375	4	1492	8	1833	2	360
Cultural Celebrations	3	189	2	196	3	547	1	90
Exhibits	0	0	0	0	0	0	1	400

Toward extending our national outreach, ISAS has paid special attention to developing our channels of communication. ISAS offers free subscriptions to our weekly digest of upcoming South Asia-related ISAS events. More than 5,000 people receive these communications. Other communication channels include the

ISAS website ([southasia.berkeley.edu](http://southasia.berkeley.edu)) and our popular publications: *Khabar* (yearly newsletter), *Aaj Kal* (monthly e-newsletter) and *South Asia Research Notes* (which highlights faculty research projects). All of these publications are distributed free of charge and received by over 5000 people – in all likelihood the largest distributive network among all Title VI centers.

Reporters often call the Institute for S. Asia-focused information (including names of faculty who can assist in media stories). ISAS also helps corporations and individuals involved with South Asia in addition to visitors' bureaus who occasionally request briefings for official government guests. Other services to the business and general community are by way of providing translators, expert witnesses for legal proceedings, forwarding event information, and job postings.

The relationship between ISAS and the Bay Area business community is steadily growing, as businesspeople and corporations become increasingly interested in the dynamic economies of South Asia (Appendix 4). We have established many relationships with key community organizations as outlined in Table I.2 below.

Table I.2: Content/Area Diversity in ISAS Programming in AY 2014-2018	
<b>Geographical Areas</b>	Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka
<b>Disciplines</b>	Humanities, Public Policy, Social Sciences, Information Technologies, Environment, Law, Health Sciences, Journalism, Public Health, Business, Engineering, Medicine
<b>Language areas</b>	Tamil, Telugu, Persian, Hindi, Urdu, Sanskrit, Bengali, and Nepali
<b>Student Organizations</b>	Kal Ki Awaz; Dil Se; Indus; Cal Pakistani Students Association (PAKSA); Berkeley SPICMACAY; Muslim Students Association; Asha; Aid India; Hindu Students Council (HSC); Indian Student Association;

	Indus; Narika; Pakistani Student Association; <u>Satrang</u> ; <u>Afghan Student Association</u> , <u>South Asian Business Association (HAAS)</u>	
<b>Collaborators</b>	<b>Campus</b>	The Subir & Malini Center for Bangladesh Studies; Townsend Center for the Humanities; ORIAS; the International House; Arcus Endowment at College of Environmental Design; South Asians in Public Policy at the Goldman School of Public Policy; Departments of Film & Media; Medical Anthropology; Comparative Literature, Geography, South and Southeast Asia, English, History, History of Art, Political Science, Religion, Music, Race and Gender, Art Practice, and Theater, Dance & Performance; Arts Research Center; BAM-PFA; Berkeley Tamil Chair; Sarah Kailath Chair of India Studies; the Indo-American Community Chair; Schools of Journalism, Engineering, Law, Business, Public Policy; Centers for African Studies, Middle Eastern Studies, Southeast Asian Studies, British Studies; the Institute for Government Studies; Institute of International Studies; Religion, Politics & Globalization Program; Energy Resource group; South/Southeast Asia Library; Berkeley Pakistan Initiative; Berkeley Urdu Initiative; Critical Theory; Asian American and Asian Diaspora Studies Program; Berkeley Language Center
	<b>Non Campus</b>	The Asia Foundation; Asia Society; India Community Center; Society for Art and Cultural Heritage of India; NARIKA; Indian Institute of Technology – Kanpur; Berkeley-AID, Global Fund for Women; American Institute of Pakistan Studies; Friends of South Asia; Alliance of South Asians Taking Action (ASATA); International Development Exchange (IDEX); TriKone; Asian Art Museum, San Francisco; Center for South Asia, Stanford University; University of California, Davis; University of California, Santa Cruz; Berkeley Vedanta Society; Indian Council for Cultural Relations (ICCR), India; Association for India's Development, Berkeley; Graduate Theological Union; 3rd I; Indie Meme; Organization of Pakistani Entrepreneurs of North America (OPEN); Centre for the Study of Developing Societies (CSDS); Indian Institute for Human Settlements (IIHS); Habib University; The Center for Policy Research (CPR), Tata Inc.; King's College London; Indira Gandhi Institute of Development Research (IGIDR), Mumbai; Human Rights Watch; America India Foundation; The Institute for International Education; London School of Economics

Our South Asia faculty are very involved in our programs and initiatives. We select a faculty member to provide opening remarks for all of our public programs based on her/his research interests and area of expertise. In the last four years, the following faculty have played a significant role in our major initiatives: L. Cohen (Public Health), P. Chhibber (Indian Politics), I. Ray (Water and Sanitation), M. Faruqui and S. Mahmood (Urdu and Pakistan), A. Gupta, S. Ray, A. deSouza, and A. Kazmi (South Asian Art) and V. Paramasivan (Religion). Faculty will continue to be involved in a significant way in ISAS initiatives in the upcoming cycle (Criterion A.1).

Berkeley is the home of the Free Speech Movement. The commitment to free expression is embedded in our Principles of Community as a commitment “to ensure freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.” In line with **NRC Absolute Priority 1**, ISAS has honored this principle by defending the right of invited guests to express a wide range of controversial or even unpopular points of view. Toward defending the right to free expression, ISAS is

deeply committed to the principle of tolerance, even when it means we must tolerate that which may appear to us as intolerant.

## **J. FLAS AWARDEE SELECTION PROCEDURES**

### **J.1 FLAS selection plan, how awards are advertised, how students apply, selection criteria, who**

**selects the fellows:** FLAS awards are an important source of funding and encouragement to UCB students in all disciplines. In keeping with **FLAS Competitive Preference Priority 2**, all our FLAS awards are in the priority languages used in South Asia. Through these awards, we have been able to train Americans to be proficient in these languages and also be deeply knowledgeable of the regions where these languages are primarily spoken. We have been able to enhance FLAS funding with additional money from the Graduate Dean so that the number of actual grants exceeds the budgeted amount every year (Criterion D.1).

The GFO advertises FLAS fellowships everywhere on campus through flyers to departments, information at the GFO, and notices in a graduate student paper. ISAS does its own publicity by a notice in our semi-annual Newsletter, reminders in the weekly email calendar that goes to all South Asia faculty and students, and a posting on the ISAS website. Every Fall Semester, the Executive Director of the ISAS along with other NRC Vice Chairs also

participates in informational workshops coordinated by the Graduate Fellowship administrator for prospective graduate students. The Executive Director and Vice Chairs also participate in the workshops

for the graduate advisors across the disciplines and the professional schools to better inform the campus of FLAS opportunities and to enlarge the pool of FLAS applicants. We conduct special outreach sessions at the various professional schools with student advisors and information sessions with students to ensure high

<b>Table J.1: 2017-18 FLAS Timeline</b>	
<b>FLAS Competition Activities</b>	<b>Date</b>
FLAS applications available	November, 2017
FLAS student workshops	December, 2017
Academic Year FLAS deadline	January 29, 2018
Summer FLAS deadline	January 29, 2018
ISAS FLAS committee meets	Mid March, 2018
AY applicants notified	Notifications pending due to grant cycle (usually they would also be notified by April)
Summer applicants notified	April, 2018



quality professional school language applicants. We also make an extra effort to recruit students in the science and engineering departments. The schedule for the 2017-18 competition is given in Table J.1.

Graduate students apply through the normal fellowship procedures – the standard fellowship form asks students if they are interested in being considered for a FLAS award. The GFO ensures that each application, including references, transcripts, and a proposed work statement, is complete. ISAS prepares information for the committee on stated concerns of USDE and delivers it to Committee members at the time they're reading applications.

ISAS manages the selection procedure through a faculty committee of three. Each member serves for three years alongside the Executive Director of ISAS. Members of this committee in the last several years were recruited from Public Health, Environmental Science and Policy Management, Music, City and Regional Planning, the Energy Resources Group, History, History of Art, and DSSEAS. Committee members must read the application at the GFO and on a stated date meet to rank all applications. The actual announcement of awards and dealing with awardees is handled by the GFO. It also distributes the money, handles all accounting matters, reports to USDE, and conducts the final survey of the awardees at the end of their grants. The Executive Director of ISAS serves as a representative of the various professional schools.

ISAS and its selection committee have been very conscious of breadth in discipline and language choices. We offer Hindi, Urdu, Sanskrit, Tamil, Punjabi, Bengali, and Telugu as FLAS eligible languages. Our instructional staff is extremely well qualified and we offer multiple levels of instruction. As in prior cycles, a FLAS grant in Sanskrit is only considered if the student's project statement adequately demonstrates the applicability of Sanskrit to a topic dealing with modern or contemporary South Asia.

In this cycle, ISAS also plans to award one AY and one summer FLAS fellowship to a qualified undergraduate student who is studying a South Asian language at the Intermediate or Advanced level. Undergraduate students must be incoming juniors or incoming seniors and either majoring or minoring in

South Asian Studies through the Department of South & Southeast Asian Studies or majoring in a discipline represented by the core faculty of the Institute for South Asia.

## K. COMPETITIVE PREFERENCE PRIORITIES

**K.1a. Significant collaborative activities with Minority Serving Institutions:** In addition to the Community College outreach programs outlined in I.1b, in this cycle, ISAS will partner with the Council of Area and Overseas Research Centers (CAORC) and AIIS to offer a program for faculty of Minority Serving Institutions and community colleges to spend three weeks in January in India. Outcomes from these programs will include expanded curriculum on India across several disciplines in these targeted institutions, and outreach to students of these institutions to diversify economically and socially the pipeline of students knowledgeable about and interested in India. Faculty will be invited through two main conduits: (1) As AIIS members, Title VI South Asia Centers will recruit and support participants from their partner MSIs and CCs institutions; and (2) CAORC will issue a national call for applications routed through community college organizations.

The broad theme of the program will be focused on ‘sustainability’ as that may be explored through a variety of aspects, in order to understand the underlying connections across humanistic, cultural, and socio-economic issues as well as the more scientific elements usually connected to that term. Participants will explore how these intersections of sustainable challenges are being addressed in three locations each year; in the first year, this will include Jaipur, Mysore, and Bangalore. This theme will build on general introductions to the history, culture and contemporary characteristics of Indian society. Participating faculty will meet with experts in these fields

Table K.1 Priorities in the Narrative	
Priorities	Page Numbers
NRC Absolute Priority 1	47
NRC Absolute Priority 2	45 21
NRC Competitive Preference Priority 1	49
NRC Competitive Preference Priority 2	40, 50
FLAS Competitive Preference Priority 1	50
FLAS Competitive Preference Priority 2	47, 50

while, where possible, efforts are made to match their institutions with parallel organizations in these Indian cities so that they both learn from and explore possibilities for ongoing collaborations.

**K.1b. Collaborative activities with teacher education or teacher preparation programs:** Recognizing the challenges K-12 educators face in retooling their curriculum to align with Common Core, in this cycle we collaborated with the UC Berkeley History-Social Science Project (UCBHSSP) and plan to do so again to address this priority. The UCBHSSP seeks to bridge the academy and K-12 communities to help teachers strengthen their instructional practice and provide equitable educational opportunities to all students, through a model of learning, practicing, and doing. Details of our collaboration are outlined in section I.1a of this proposal.

**K.2a. FLAS preference to those demonstrating financial need:** ISAS has addressed **FLAS Competitive Preference Priority 1** and will continue to do so in this cycle by asking FLAS applicants to fill out the Federal Student Aid (FAFSA) forms, and we will include this in the application package. The FLAS committee will then be in a position to give preference to applicants demonstrating financial need. Financial need will be considered in addition to other measures of high achievement and potential, including grade point average, personal statement, and recommendation letters.

**K.2b. 25% of academic year fellowships in foreign languages other than French, German, and Spanish:** ISAS meets **FLAS Competitive Preference Priority 2** because all of our fellowships are a part of the US Department's list of priority LCTLs (Hindi, Urdu, Sanskrit, Tamil, Punjabi, Bengali, and Telugu).

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

☒ Comprehensive National Resource Center

☐ Undergraduate National Resource Center

☒ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \$271,831      Year 2: \$273,180      Year 3: \$275,616      Year 4: \$275,901

#### FLAS Request

Year 1: \$331,500      Year 2: \$331,500      Year 3: \$331,500      Year 4: \$331,500

### **Type of Applicant**

☒ Single institution : University of California, Berkeley

☐ Consortium of institutions

☐ Lead \_\_\_\_\_

☐ Partner 1 \_\_\_\_\_

☐ Partner 2 \_\_\_\_\_

☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

☐ AFRICA

☐ CANADA

☐ EAST ASIA/PAN ASIA

☐ EUROPE

☐ INTERNATIONAL

☐ LATIN AMERICA and the CARIBBEAN

☐ MIDDLE EAST

☐ PACIFIC ISLANDS

☐ RUSSIA, EASTERN EUROPE, EURASIA

☒ SOUTH ASIA

☐ SOUTHEAST ASIA

☐ WESTERN EUROPE

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bengali, Hindi, Punjabi, Sanskrit, Tamil, Telugu, Urdu

## ***LIST OF ABBREVIATIONS***

AAS	Association for Asian Studies	FLAS	Foreign Languages and Area Studies
ACTFL	American Council on the Teaching of Foreign Languages	FTE	Full time Employment
AIBS	American Institute of Bangladesh Studies	GEPA	UCB equal access policies
AIC	Academic Internship Council	GFO	Graduate Fellowships Office, UCB
AIIS	American Institute of Indian Studies	GSPP	Goldman School of Public Policy, UCB
AIPS	American Institute of Pakistan Studies	GSI	Graduate Student Instructor
AISLS	American Institute of Sri Lankan Studies	GSR	Graduate Student Researcher
ARL	Association of Research Libraries	IEAS	Institute of East Asia Studies
AY	Academic Year	ILR	Interagency Language Roundtable
BA	Bachelor of Arts	ISAS	Institute for South Asia Studies, UCB
BALIS	Bay Area Libraries Information System	JNU	Jawaharlal Nehru University, India
BLC	Berkeley Language Center, UCB	LUMS	Lahore University of Management Sciences, Pakistan
BSA	Berkeley Study Abroad, UCB	LCTL	Less Commonly Taught Languages
BULPIP	Berkeley Urdu Language Program in Pakistan	LGBTQ	Lesbian, Gay, Bisexual, Transgendered, and Questioning
CAORC	Council on Area and Overseas Research Centers	MDP	Masters in Development Practice
CEP	Center for Educational Partnerships, UCB	MSI	Minority Serving Institution
CLASS	Cooperative Library Agency for Systems and Services	NRC	National Resource Center
CONSALD	Committee on South Asia Libraries and Databases	ORIAS	Office of Resources for International and Area Studies, UCB
CRL	Center for Research Libraries	ORU	Organized Research Unit
CSAS	Center for South Asia Studies, UCB	SAO	Student Affairs Officer
DSSEAS	Department of South and Southeast Asia Studies, UCB	MA	Master of Arts
EAP	Education Abroad Program, UC	PhD	Doctor of Philosophy
EOP	Educational Opportunity Program, UCB	SACAP	South Asia Collective Acquisitions Program
FAFSA	Free Application for Federal Student Aid	SALRC	South Asia Language Resource Center
		SAO	Student Affairs Officer, UCB
		SAOA	South Asia Open Archive

SASLI	South Asian Summer Language Institute	UCB	University of California at Berkeley
SCCCD	State Central Community College District, Fresno	UCBHSSP	UC Berkeley History-Social Science Project
SSRC	Social Science Research Council	UCEAP	UC Education Abroad Program
STEM	Science, Technology, Engineering, and Math	UCLA	University of California, Los Angeles
TA	Teaching Assistant	US	United States
TISES	Tata International Social Entrepreneurship Scheme	USDE	United States Department of Education
UC	University of California	VCRO	Vice Chancellor for Research's Office

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Description: Diverse Perspectives and Wide- Range of Views in Funded Activities  
Description: Government Service in Areas of National Need and in Other Employment Sectors

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2. Course List
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Certifications and assurances



## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

The Institute of South Asia Studies, as an Organized Research Unit within the University of California at Berkeley, a land-grant public institution, is a non-partisan, non-denominational institution that welcomes intellectual debate, diverse perspectives and a wide range of viewpoints. This commitment applies in teaching, research and public outreach activities and programs.

The UC Berkeley policy on openness and freedom to publish reads, “The University of California at Berkeley is committed to maintaining a teaching and research environment that is open for the free exchange of ideas among faculty and students in all forums—classrooms, laboratories, seminars, meetings, and elsewhere. Such an environment contributes to the progress of research in all disciplines. There can be no fundamental limitation on the freedom to publish as the result of accepting extramural research support....”

Because of this commitment, Berkeley does not accept classified research projects from any sponsor, and does not accept sponsored project agreements in which results and/or data generated by the University are owned by the sponsor and are not available for the University’s scholarly purposes. The University of California does not accept any fundamental limitation on the freedom to publish and therefore cannot accept publication restrictions which convey veto or censorship authority to extramural sponsors of University projects.

The Institute of South Asia Studies, host of the South Asia National Resource Center, is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by UC policy and strongly demonstrated by the Institute’s record of public programming, publications and outreach. The four-year program of NRC activities outlined in this proposal is designed to foster such diversity of views and exchange of ideas. Organized research activities will explore a wide range of issues from multiple perspectives, with participants from the U.S. and abroad. Faculty members are always encouraged to present various sides of issues, even when one stance may be unpopular. The ISAS funds and supports a wide range of research programs and projects by students and faculty, and support is always based on the quality of the research design, rather than on the perspective taken by the researcher. In this cycle, we will continue to welcome debate and multiple perspectives on such diverse issues as art, journalism, and the political economy of South Asia. Outreach activities will expose teachers and students to a wide range of speakers with diverse viewpoints. ISAS is a non-political, academic unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of South Asian studies.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors.

The Institute of South Asia Studies and the South Asia National Resource Center at UC Berkeley will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business and non-profit sectors by:

- 1) Training in the Department of Education's list of priority languages (Bengali, Hindi, Punjabi, Tamil, Telugu, and Urdu). South Asia itself is highlighted as a region of national need. Most of the other U.S. Departments emphasize Hindi and Urdu as critical languages of national need, and these are the languages for which the majority of our students receive FLAS fellowships.
- 2) Assisting our graduates who use their training in South Asian studies and languages to find employment in academia, the private sector, government service, or in the non-profit world. Recent post-graduate placements highlight that the South Asia program at UC Berkeley is able to increase the national supply of South Asian specialists, and we see this as a true measure of success for this program.
- 3) Collaborating with professional schools like Law, Journalism, Public Policy, Public Health, and Business to encourage advanced graduates to go on to careers in the non-profit sector, education, journalism and law, with a South Asia focus.
- 4) Developing areas studies course offerings that are among the richest in the nation. Over 6,000 UC Berkeley students from every possible major and discipline took courses last year on South Asia. These students enter the national workforce by the thousands annually with an enhanced understanding of East Asia within a global context.
- 5) Engaging in outreach activities to train new and veteran teachers about South Asia, and working with them to bring global perspectives into their classrooms. This will be accomplished through conducting Summer Institutes, year-around Working Groups, exposing faculty at Minority-Serving community colleges to India, and collaborations with the largest teacher-training group allied with the UC Berkeley Graduate School of Education.
- 6) Continuing to establish international exchange agreements with institutions in South Asia that foster student and visiting scholar exchange between the United States and South Asia in all areas, especially with Pakistan, an important country identified to be of national interest.

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Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center:

Name/Title of Authorized Representative (Printed):

Title:

Telephone:

Signature:

E-mail:

Date:

# Appendix 1

## Institute for South Asia Studies Project Personnel

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Paramasivan, Vasudha, ASSISTANT PROFESSOR	55
Parikh, Tapan S., ASSISTANT PROFESSOR	56
Palau, Karina R, RESEARCH COORDINATOR	56
Patel, Nipam, PROFESSOR	57
Paul, Abhijeet, LECTURER	57
Perez, Laura E, PROFESSOR	58
Rajulu, Bharathy Sankara, LECTURER	58
Ram, Harsha, ASSOCIATE PROFESSOR	59
Randhawa, Karen Bhangoo, LECTURER	59
Ranganathan, Aditya, PUBLIC EDUCATION SPECIALIST	60
Ray, Isha, ASSISTANT PROFESSOR	60
Ray, Sugata, ASSISTANT PROFESSOR	61
Ray, Raka, PROFESSOR	61
Reimer, Jeffrey A., PROFESSOR	62
Reinhard, Rachel B.	62
Rejhon, Annalee C., LECTURER	63
Romm, Jeffrey, PROFESSOR (EMERITUS)	63
Ronis, Jann M., LECTURER	64
Roy, Ananya, ASSOCIATE PROFESSOR	64
Roychowdhury, Jaijeet S., PROFESSOR	65
Saha, Poulomi, ASSISTANT PROFESSOR	65
Sanders, Jerry W., SENIOR LECTURER	66
Sandhu, Jaspal S., LECTURER	66
Sato, Nancy Ellen, CURRICULUM CONSULTANT	67
Sawhney, Simona, LECTURER	67
Saxena, Sanchita B., EXECUTIVE DIRECTOR	68
Saxenian, Anna Lee, DEAN/PROFESSOR	68
Scharffenberger, George, PROGRAM DIRECTOR	69
Scheper-Hughes, Nancy, PROFESSOR	69
Sharf, Robert, PROFESSOR	70
Shastri, Shankar, DIRECTOR/PROFESSOR	70
Shen, Sara, LECTURER	71
Shetty, Sudha, ASSISTANT DEAN/PROFESSOR	71
Singh, Jane, LECTURER	72
Sirasao, Pranjali, LECTURER	72
Smith, Allan, PROFESSOR	73
Snell-Rood, Claire, ASSISTANT PROFESSOR	73
Soerensen, Per, VISITING PROFESSOR	74
Sood, Avani, ASSISTANT PROFESSOR	74
Spagnolo, Francesco, ASSOCIATE PROFESSOR	75
Sparham, Gareth, LECTURER	75
Srinivasan, Janaki, GRADUATE STUDENT	76
Srivastava, Sameer B., ASSISTANT PROFESSOR	76
Sunkari, Hephzibah, LECTURER	77

Tackett, Nicholas, ASSOCIATE PROFESSOR	77
Tait, Vanessa, SPECIALIST & CURATORIAL ASST	78
Talwalker, Clare, LECTURER	78
Tan, Jenny, GRADUATE STUDENT	79
Tiwon, Sylvia, ASSOCIATE PROFESSOR	79
Tomlins, Christopher, PROFESSOR	80
Tompkins, Christopher, GRADUATE STUDENT	80
Ubhi, Upkar, LECTURER	81
Wade, Bonnie C., PROFESSOR	81
Wald, Margi C, LECTURER	82
Washington, Brad D.	82
Watts, Michael, PROFESSOR (EMERITUS)	83
Wentworth, Blake T., ASSISTANT PROFESSOR	83
Whittington, Rebecca D., GRADUATE STUDENT	84
Wolff, T	84
Van Vleet, Stacey, LECTURER	85
Vernon, James, PROFESSOR	85
Von Rospatt, Alexander, PROFESSOR	86
Wakeman, Frederic, LECTURER	86
Williams, Joanna, PROFESSOR (EMERITUS)	87
Wilton, Peter, LECTURER	87
Zafar, Naeem, LECTURER	88
Zettelmeyer, Florian, PROFESSOR	88
Zinoman, Peter B., ASSOCIATE PROFESSOR	89
Zook, Darren C., LECTURER	89

**Advani**

**Faculty Name:** Advani, Anurag  
**Department:** South and Southeast Asian Studies  
**Language Competency:** \*English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100

**Education:**

Ph.D., UC Berkeley, South and Southeast Asian Studies  
 M.A., The University of Chicago  
 B.A., St. Stephens College, History

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:** n/a

**Courses Taught:** 1**Research and Training Specialization:** Mughal History; Pre-colonial South Asia**Overseas Experience:****Recent Recognitions/Awards:****Number of Recent Publications:** [0]**Agarwal**

**Faculty Name:** Agarwal, Sabrina C  
**Department:** Anthropology  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Toronto, 2001  
 M.Sc., University of Toronto  
 B.A., University of Toronto

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** 2  
**Academic Experience:**  
 Associate Professor, Department of Anthropology,  
 University of California, Berkeley  
 Fellow in the Dept. of Anthropology at McMaster  
 University

**Courses Taught:** 1**Research and Training Specialization:** Bioarcheology; Biological and Evolutionary Anthropology; Osteology and Osteoporosis; Health and Disease; Paleopathology**Overseas Experience:****Recent Recognitions/Awards:****Recent Publications:** [8]

- Agarwal, S.C. and Patrick Beaudesne (eds.) (in press). Children and Childhood in the Past. University of Florida Press
- Agarwal, S.C. and Julie Wesp (eds.) (2017). Exploring Sex and Gender in Bioarcheology. University of New Mexico Press.
- Agarwal, S.C (2016) Bone morphologies and histories: Life course approaches in bioarcheology. Yearbook of Physical Anthropology, Am. J. Phys. Anthropol., 159: S130–S149
- Agarwal, S.C. and Miller, M. (2016). Nutrition and Bone Loss in Antiquity. In: Julia Lee-Thorp and M. Anne Katzenberg (eds). *The Oxford Handbook of the Archaeology of Diet*. Oxford University Press: Oxford
- Sabrina C. Agarwal, Patrick Beaudesne, Bonnie Glencross, Clark Spencer Larsen, Lynn Meskell, Carolyn Nakamura, Jessica Pearson, and Joshua Sadvari. (2015). Roles for the sexes: the (bio)archaeology of women and men at Çatalhöyük. In: "Assembling Çatalhöyük". EAA - Themes in Contemporary Archeology. Ian Hodder, Arkadiusz Marciniak (editors).
- Clark Spencer Larsen, Simon W. Hillson, Başak Boz, Marin A. Pilloud, Joshua W. Sadvari, Sabrina C. Agarwal, Bonnie Glencross, Patrick Beaudesne, Jessica Pearson, Christopher B. Ruff, Evan M. Garofalo, Lori D. Hager, Scott D. Haddow, and Christopher J. Knüsel. (2015).

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Aggarwal**

**Faculty Name:** Aggarwal, Vinod K  
**Department:** Political Science & Haas School of Business  
**Language Competency:** Italian-5; Spanish-5; Hindi-5; French-1\*  
**Instructional Content Area Expertise Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Stanford University, 1981  
 M.A., Stanford University, Political Science, 1977  
 B.A., University of Michigan, 1975

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 1  
**Academic Experience:**  
 Director, Berkeley Asia Pacific Economic Cooperation Study Center (BASC), UC Berkeley  
 Travers Family Senior Faculty Fellow

**Courses Taught:** 1

**Research and Training Specialization:** International Politics of Trade; International Finance; Comparative Public Policy; Rational Choice; Bargaining Theory.

**Overseas Experience:** Asia, Germany, Spain

**Recent Recognitions/Awards:**

**Recent Publications: [12]**

Aggarwal, Vinod. *Winning in Asia, European style: market and nonmarket strategies for success*. Springer, 2016.  
 Aggarwal, Vinod K., and Simon J. Evenett. "The Transatlantic Trade and Investment Partnership: Limits on negotiating behind the border barriers." *Business and Politics* 19.4 (2017): 549-572.

**Ahmed**

**Faculty Name:** Ahmed, Asad  
**Department:** Near Eastern Studies  
**Language Competency:** English-5; Urdu-5; French-4; Spanish-3; Classical and Standard Arabic-4; Persian-3; Latin-3; Classical Greek-3; German-3; Italian-2; Egyptian Arabic-2; Syriac-1; Gujarati-1  
**Instructional Content Area Expertise Represented as a Percentage:** 50  
**Education:**  
 Ph.D., Princeton University, 2007  
 B.A., Yale University, 2000

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Chair of the Mellon Seminars called Graeco-Arabic Rationalism in Islamic Transmitted Sciences: The Post-Classical Period  
 Chaire de l'École des Hautes Études en Sciences Sociales (section IISMM), Paris, 2016

**Courses Taught:** 2

**Research and Training Specialization:** Early Islamic Social History; Pre-modern Islamic Intellectual History, Philosophy, Logic, and Astronomy

**Overseas Experience:**

**Recent Recognitions/Awards:**

Burkhart Fellow, American Council of Learned Societies, deferred 2019-20  
 Fellow, Stanford Humanities Center, 2017-18  
 Townsend Center for the Humanities Fellow, UC Berkeley, 2017  
 Al-Falah Award, Center for Middle Eastern Studies, UC Berkeley, 2014

**Recent Publications: [12]**

Ahmed, Asad Q. *Palimpsests of Themselves: Rationalism, Commentaries, and Glosses in Post-Classical Islam*. Karachi: Oxford University Press (forthcoming).

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Anand**

**Faculty Name:** Anand, Geeta  
**Department:** Graduate School of Journalism  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
B.A., Dartmouth College

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Lecturer, Graduate School of Journalism, UC Berkeley (present)

**Courses Taught:** 1

**Research and Training Specialization:** International Reporting-India

**Overseas Experience:** India

**Recent Recognitions/Awards:**

Society of Publishers of Asia, best breaking news reporting award for coverage of terror attack on restaurant in Bangladesh, 2017

Pulitzer Prize, finalist, wrote lead story in series on how U.S. hospitals are rationing healthcare to cut costs, 2004

Pulitzer Prize, wrote two of 10 stories on corporate corruption that won the Wall Street Journal the explanatory journalism award, 2003

**Recent Publications:** [125]

Anand, Geeta. "One Man's Stand Against Junk Food as Diabetes Climbs Across India" *New York Times*. 25 Dec. 2017: A1. Print.

Anand, Geeta. "The Uninhabitable Village" *New York Times*. 26 Oct. 2017. Web. 6 June, 2018.

Anand, Geeta, and Rajesh Roy. "Behind a Real-Estate Empire, Ties to India's Gandhi Dynasty." *The Wall Street Journal* 17 (2014).

**Bacchetta**

**Faculty Name:** Bacchetta, Paola  
**Department:** Gender and Women's Studies  
**Language Competency:** French-4; Italian-5;  
Hindi-3; Gujarati-2  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
Ph.D., The Sorbonne, 1996  
M.A., Universite de Paris, 1985  
B.A., American University in Paris, 1982

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** 1  
**Academic Experience:**  
Advisory Board Member for Center for Race and Gender, UC Berkeley  
Chair of Advisory Board, the Beatrice Bain Research Group  
Co-Chair of Political Conflict, Gender, and People's Rights research and practice project

**Courses Taught:** 3

**Research and Training Specialization:** Transnational Feminist and Queer Theories and Practices; Social Theories; Gender, Sexuality, Racializations, and Postcolonialities in Political and Religious Conflict; Feminist, Queer of Color, and Right-Wing New Social Movements

**Overseas Experience:** Morocco, Tunisia, India, France, Italy

**Recent Recognitions/Awards:**

Co-Chair, Caucus on Transnational Approaches to Gender and Sexuality, American Sociological Assoc. 2014-17

Election to Board of Critical Ethnic Studies Association, 2014

Appointment to Editorial Board of *Journal of Critical Ethnic studies Association*, 2014

**Recent Publications:** [7]

Bacchetta, Paola, and Laura Fantone. *Femminismi queer postcoloniali*. Ombre Corte, 2015.

Bacchetta, Paola, Fatima El-Tayeb, and Jin Haritaworn. "Queer of colour formations and translocal spaces in Europe." *Environment and Planning D: Society and Space* 33.5 (2015): 769-778.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Bakhle**

**Faculty Name:** Bakhle, Janaki

**Department:** History

**Language Competency:** English-5; Hindi-5;  
Marathi-5; Gujarati-3; Urdu-3; Punjabi-3

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., Columbia University, 2001

M.A., University of Pennsylvania, 1996

B.A., University of Bombay, 1983

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:** 2

**Academic Experience:**

Director, South Asia Institute, Columbia  
University, 2009-2016

**Courses Taught:** 5

**Research and Training Specialization:** Intellectual History of Religion, Politics and Modern India.

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Ballenger**

**Faculty Name:** Ballenger, Stephanie

**Department:** International and Area Studies

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., UC Berkeley, in Latin American History

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Intersection of Medicine and Religion in the 18th & 19th Centuries;  
Cross-Cultural & Transnational Approaches to Health and the Politics of Health; History and  
Cultures of Medicine and the Body

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [1]

Ballenger, Stephanie. "Dreaming of Dry Land: Environmental transformation in colonial Mexico City by Vera Candiani (review)." *Journal of Colonialism and Colonial History*, vol. 18 no. 1, 2017. *Project MUSE*, [doi:10.1353/cch.2017.0006](https://doi.org/10.1353/cch.2017.0006)

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Bardhan**

**Faculty Name:** Bardhan, Ashok

**Department:** Economics

**Language Competency:** English-5; Marathi-2;  
Hindi-4; Bengali-4; Russian-4

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of California, Berkeley

M.Phil., Jawaharlal Nehru University, New Delhi

M.S., Russian International University, Moscow

**Title:** Senior Research Associate

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:** n/a

Senior Research Associate since 2000

**Courses Taught:** 1

**Research and Training Specialization:** Offshoring in R&D and the Changing Role of Clusters and Agglomerations in Innovation Economies, Reforms in Transitioning and Developing Economies.

**Overseas Experience:** India, Russia, China

**Recent Recognitions/Awards:**

**Recent Publications:** [3]

Kalafsky, Ronald V. "The Oxford Handbook of Offshoring and Global Employment, edited by Ashok Bardhan, Dwight M. Jaffee, and Cynthia A. Kroll. 2013. New York: Oxford University Press. 665+ xv. ISBN 978-0199765904, \$150." *Journal of Regional Science* 55.1 (2015): 151-152.

Bardhan, Ashok, et al. "Energy efficiency retrofits for US housing: Removing the bottlenecks." *Regional Science and Urban Economics* 47 (2014): 45-60.

Bardhan, Ashok, Robert H. Edelstein, and Cynthia Kroll. "Housing Market Stability in China and the Potential for Global Contagion." (2014).

**Bardhan**

**Faculty Name:** Bardhan, Pranab K

**Department:** Economics

**Language Competency:** Bengali-5, Hindi-2,  
Sanskrit-2

**Instructional Content Area Expertise**

**Represented as a Percentage:** 75

**Education:**

Ph.D., Cambridge University, 1966

M.A., Calcutta University India, 1960

B.A., Presidency College, Calcutta, India, 1958

**Title:** Professor (Emeritus)

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 13

**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:** Development Economics, International Economics, Political Economy, and Institutional Economics.

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [17]

Bardhan, Pranab K. *Globalisation, Democracy and Corruption: An Indian Perspective*, Frontpage Publications, 2015

Bardhan, Pranab, et al. "Resource Transfers to Local Governments: Political Manipulation and Voting Patterns in West Bengal." (2015).

Bardhan, Pranab K. *Poverty and Income Distribution in India* (coedited with A. Banerjee, R. Somanathan and T.N. Srinivasan), Juggernaut, Delhi, 2017

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Barkey**

**Faculty Name:** Barkey, Karen

**Department:** Sociology

**Language Competency:** French-5; Turkish-5;  
Ottoman Turkish-2; Arabic-2; Spanish-2

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D. University of Chicago, 1988

M.A. University of Washington, 1981

A.B. Bryn Mawr College, 1979

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Haas Distinguished Chair of Religious Diversity

Haas Institute for a Fair Inclusive Society 2016

Director, Institute for Religion, Culture, and Public

Life (IRCPL), 2013-16

**Courses Taught:** 1

**Research and Training Specialization:** Historical and Political Sociology; Study of Empire/Imperial Organization; Politics and Religion; Religious and Ethnic Toleration; the Politics of Sacred Sites

**Overseas Experience:**

**Recent Recognitions/Awards:**

Faculty Mentoring Award, Graduate Student Advisory Council, Columbia University, 2015

**Recent Publications:** [9]

Barkan, Elazar, and Karen Barkey, eds. 2014. *Choreographies of Shared Sacred Sites: Religion, Politics, and Conflict Resolution*. New York: Columbia University Press.

Barkey, Karen. 2016. "The Ottoman Empire (1299-1923): The Bureaucratization of Patrimonial Authority." In *Empire and Bureaucracy*, edited by Peter Crooks and Timothy Parsons. Cambridge University Press.

Barkey, Karen, and George Gavriliis. 2016. "The Ottoman Millet System: Non-Territorial Autonomy and Its Contemporary Legacy." *Ethnopolitics* 15 (1): 24-42. doi:10.1080/17449057.2015.1101845.

2014c. "Empire and Toleration: A Comparative Sociology of Toleration within Empire." In *Boundaries of Toleration*, edited by Alfred Stepan and Charles Taylor. New York: Columbia University Press.

**Barshay**

**Faculty Name:** Barshay, Andrew E

**Department:** History

**Language Competency:** Japanese-3

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., UC Berkeley, History, 1986

M.A., UC Berkeley, Asian Studies 1980

B.A., UC Berkeley, Oriental Languages, 1975

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 8

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Modern Japanese Social and Political Thought

**Overseas Experience:** Japan

**Recent Recognitions/Awards:**

Dr. C. F. Koo and Cecilia Koo Chair in East Asian Studies, UC Berkeley

**Recent Publications:** [1]

Barshay, Andrew E. "3.11: Disaster and Change in Japan by Richard J. Samuels. Ithaca, NY, Cornell University Press, 2013. 296 pp. \$29.95." *Political Science Quarterly* 129.2 (2014): 349-351.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Basu**

**Faculty Name:** Basu, Amitabha  
**Department:** South and Southeast Asian Studies  
**Language Competency:** Bangla-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
M.S., University of California, Berkeley

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Bangla Language, Literature, and Creative Writing

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Baumann**

**Faculty Name:** Baumann, Brian  
**Department:** East Asian Languages and Cultures  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:**  
**Education:**  
Ph.D. Indiana University, Mongolian Studies

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Mongolian Buddhism

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Bazian**

**Faculty Name:** Bazian, Hatem Ahmad  
**Department:** Ethnic Studies  
**Language Competency:** English-5; Arabic-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
Ph.D. University of California, Berkeley

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Co-Founder, Member of Board of Trustees and  
Faculty at Zaytuna College  
Chair of the Northern California Islamic Council  
Co-Founder and Chair of American Muslims for  
Palestine  
Board Member of Islamic Scholarship Fund

**Courses Taught:** 4

**Research and Training Specialization:** Arabic Language, Arab Society and Culture, Classical Arabic Literature  
and Poetry, and Qur'anic Commentary

**Overseas Experience:**

**Recent Recognitions/Awards:**

*The Muslim 500: The World's Most Influential Muslims* - Named in the category for Social Justice.

**Recent Publications:** [1]

Bazian, Hatem. "National Entry-Exit Registration System: Arabs, Muslims, and Southeast  
Asians and Post-9/11 "Security Measures"." *Islamophobia Studies Journal* 2.1 (2014): 82-98.

**Bhandari**

**Faculty Name:** Bhandari, Rakesh  
**Department:** Interdisciplinary Studies  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:**  
**Education:**  
Ph.D. University of California Berkeley

**Title:** Associate Director  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:** Classical Social and Political Theory, Orientalism, Marxism, Unfree  
and Wage Labor, and the Role of Luxury Consumption in Economic Growth, the Nature and  
Limits of Keynesian Intervention, and the Discourses of Social Darwinism.

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional  
Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Bharathy**

**Faculty Name:** Bharathy, Sankara Rajulu  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Tamil-5;  
 Telugu-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 Ph.D. Madurai Kamaraj University, 1988  
 M.Phil. Madurai Kamaraj University, 1982  
 M.A. Madurai Kamaraj University, 1981

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Director of AIIS South India

**Courses Taught:** 3

**Research and Training Specialization:** Tamil Language & Literature.

**Overseas Experience:** India

**Recent Recognitions/Awards:**

Walt Disney Motif Award, Los Angeles, 2016

**Recent Publications:** [0]

**Bilimoria**

**Faculty Name:** Bilimoria, Purushottama  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Hindi-5;  
 Gujarati-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 M.A., University of Auckland, Philosophy, 1982  
 Ph.D., La Trobe University, Philosophy and Indian  
 Religious Studies, 1981  
**Title:** Visiting Professor

**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Senior Lecturer, Center for Dharma Studies,  
 Graduate Theological Union  
 Honorary Research Professor of Philosophy and  
 Comparative Studies, Deakin University  
 Shivadasani Fellow of the Oxford Centre for Hindu  
 Studies in Oxford University

**Courses Taught:** 2

**Research and Training Specialization:**

**Overseas Experience:** England

**Recent Recognitions/Awards:**

**Recent Publications:** [30]

Bilimoria, Purushottama, and Michael Hemmingsen, eds. *Comparative Philosophy and JL Shaw*. Springer International Publishing, 2016.  
 Bilimoria, Purushottama, ed. *History of Indian Philosophy*. Routledge, 2017.  
 Shogimen, Takashi, et al. *Tolerance in Comparative Perspective*. Lexington Books, 2017.  
 Bilimoria, Purushottama, Jayant Bhalchandra Bapat, and Philip Hughes. *The Indian Diaspora: Hindus and Sikhs in Australia*. DK Printworld, 2015.  
 Bilimoria, Purushottama, Joseph Prabhu, and Renuka Sharma. "Dharma, Imperatives, and Tradition: Toward an Indian Theory of Moral Action." *Indian Ethics*. Routledge, 2017. 67-88.  
 Bilimoria, Purushottama, Joseph Prabhu, and Renuka Sharma. "General introduction: thinking ethics, the West and India." *Indian Ethics*. Routledge, 2017. 11-42.  
 Bilimoria, Purushottama. "Thinking negation in early Hinduism and classical Indian philosophy." *Logica Universalis* 11.1 (2017): 13-33.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Blum**

**Faculty Name:** Blum, Mark  
**Department:** East Asian Languages and Cultures  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., UC Berkeley, Buddhist Studies, 1990  
M.A. University of California Los Angeles,  
Japanese Literature

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:** Pure Land Buddhism Throughout East Asia with a Focus on the Japanese Medieval Period

**Overseas Experience:**

**Recent Recognitions/Awards:**

Shinjo Ito Distinguished Chair in Japanese Studies

**Recent Publications:** [0]

**Bohling**

**Faculty Name:** Bohling, Joseph E  
**Department:** International and Area Studies  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:**

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



### **Bopearachchi**

**Faculty Name:** Bopearachchi, Osmund Christie  
**Department:** Central and South Asian Art  
**Language Competency:** English-5; Sinhala-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
 Ph.D. Paris I Sorbonne University, Art History and Archaeology, 1987  
 B.A. University of Kelaniya, 1978

**Title:** Adjunct Professor  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Emeritus Director of Research, French National Centre for Scientific Research, Paris CNRS-ENS, UMR 8549, Archéologies d'Orient et d'Occident. Emeritus Visiting Professor and Member of the Ecole Doctorale 6 (ED 124), University Paris-Sorbonne

**Courses Taught:** 2

**Research and Training Specialization:** Numismatist, Historian, Archaeologist

**Overseas Experience:**

**Recent Recognitions/Awards:**

"George Perrot Medal" attributed by the French Academy of Inscriptions and Belles-Lettres, on January 23rd 2015, *From Bactria to Taprobane: Selected Works of Osmund Bopearachchi*, vol. I. *Central Asian and Indian Numismatics*; vol. II. *Art History and Maritime Trade*; Manohar Publishers, New Delhi, 2015, 1167 pages.

**Recent Publications:** [1]

O. Bopearachchi, Seven Weeks after the Buddha's Enlightenment: Contradictions in Text, Confusions in Art, Manohar Publishers, New Delhi, 2016, 75 pages.

### **Brewer**

**Faculty Name:** Brewer, Eric  
**Department:** Computer Science  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., MIT  
 M.S., MIT  
 B.S., UC Berkeley

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:**  
**Theses Supervised:** 28  
**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:** Technology for Developing Regions, Programming Language Support for Concurrency, Internet Systems, and Databases

**Overseas Experience:** India, Indonesia, Kenya

**Recent Recognitions/Awards:**

**Recent Publications:** [16]

Gay, David, et al. "The nesC language: A holistic approach to networked embedded systems." *Acm Sigplan Notices* 49.4 (2014): 41-51.  
 Lee, Kenneth, et al. "Electrification for "under Grid" households in Rural Kenya." *Development Engineering* 1 (2016): 26-35.  
 Kipf, Andreas, et al. "A proposed integrated data collection, analysis and sharing platform for impact evaluation." *Development Engineering* 1 (2016): 36-44.  
 Lee, Kenneth, et al. *Barriers to electrification for" under grid" households in rural kenya*. No. w20327. National Bureau of Economic Research, 2014.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Bruce**

**Faculty Name:** Bruce, Gregory  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Urdu-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D. University of Texas at Austin, 2016

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:**  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 6

**Research and Training Specialization:** Urdu Language and Literature, Intellectual History

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [1]

Bruce, Gregory Maxwell. "Names and the Critique of History in Urdu Literature: From Manto's 'Yazid' to Zaigham's 'Shakuntala'." *South Asia Multidisciplinary Academic Journal* 12 (2015).

**Brunet**

**Faculty Name:** Brunet, Carla S  
**Department:** Music  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:**

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Buluswar**

**Faculty Name:** Buluswar, Shashi  
**Department:** Hass School of Business  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., University of Massachusetts, Artificial Intelligence  
 MBA, Kellogg School of Management, Northwestern University  
 M.A., Goshen College

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Executive Director, LBNL Institute for Globally Transformative Technologies  
 Founding Co-chair, Armed Conflict Resolution and People's Rights Project (2012-2015)

**Courses Taught:** 1

**Research and Training Specialization:** Social Responsibility Agendas, Economic Development, Health, Agriculture, Climate Change, Education and Post-conflict Reconstruction

**Overseas Experience:** India, Africa, Afghanistan

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

Chatterji, Angana P., Shashi Buluswar, and Mallika Kaur, eds. *Conflicted Democracies and Gendered Violence: Internal Conflict and Social Upheaval in India*. Zubaan, 2016.  
 Mitra, Subarna, and Shashi Buluswar. "Universal Access to Electricity: Closing the Affordability Gap." *Annual Review of Environment and Resources* 40 (2015): 261-283.

**Bussell**

**Faculty Name:** Bussell, Jennifer  
**Department:** Public Policy and Political Science  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 Ph.D. UC Berkeley, Political Science, 2009  
 M.A. UC Berkeley, Political Science, 2003  
 B.A. The University of Chicago, Anthropology, 1997

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Gruber Faculty Fellow, Political Science, UC Berkeley

**Courses Taught:** 5

**Research and Training Specialization:** Information Technology, Public Management, Politics, Comparative Public Policy, Corruption and Governance, India

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [4]

Bussell, Jennifer. "Typologies of corruption: a pragmatic approach." *Greed, Corruption, and the Modern State Essays in Political Economy* (2015): 21-46.  
 Bussell, Jennifer. "Clients or Constituents? Distribution Between the Votes in India." *Accountability and Public Goods Provision*. Providence, RI, December 5 (2014).  
 Bussell, Jennifer. "When Do Middlemen Matter? Experimental Evidence on Corruption in India". *Governance*. (Forthcoming)

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Carter**

**Faculty Name:** Carter, Shane  
**Department:** Office of Resources for International  
and Area Studies  
**Language Competency:** English-5; French-3;  
Spanish-3; Modern Standard Arabic-1  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
M.A. Fairfield University  
B.S. Georgetown University, Foreign Service

**Title:** Educational Specialist  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** K-14 Outreach

**Overseas Experience:** Costa Rica, Mexico, U.K., France, Spain, Netherlands, Switzerland, Italy, Turkey

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Chandra**

**Faculty Name:** Chandra, Melanie Abrams  
**Department:** English  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
MFA, University of North Carolina at Greensboro

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:**

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Chandra**

**Faculty Name:** Chandra, Vikram  
**Department:** English  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
 MFA, University of Houston  
 MA, Johns Hopkins  
 Film School, Columbia University, 1990  
 B.A. Pomona College, English, 1984

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 3  
**Research and Training Specialization:** Novelist, Journalist  
**Overseas Experience:** India  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Chari**

**Faculty Name:** Chari, Sharad  
**Department:** Geography  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
 Ph.D., UC Berkeley, 2000

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:**  
**Theses Supervised:**  
**Academic Experience:**  
 Associate Professor, Centre for Indian Studies in  
 Africa and Department of Anthropology,  
 University of the Witwatersrand (Wits), South  
 Africa (2013-16)  
 Affiliate of Oceanic Humanities in the Global  
 South, Wits Institute for Social and Economic  
 Research (WiSER)

**Courses Taught:** 2  
**Research and Training Specialization:** Geography as History of the Present and as Earthly/Oceanic Writing, Social Theory, Political Economy, Development, Agrarian Studies, Labor, Racial/Sexual Capitalism, Black Radical Tradition, Biopolitical Struggle, Oceanic Studies, Photography, South Asia, South Africa, Indian Ocean.  
**Overseas Experience:** India, South Africa, Mozambique, Mauritius, Reunion, Mayotte  
**Recent Recognitions/Awards:**  
**Recent Publications:** [11]

Chari, Sharad. *Apartheid Remains*, book manuscript in preparation.  
 2018, "Mysterious Moves of Revolution: Specters of Black Power, Futures of Postcoloniality" in Jini Kim Watson and Gary Wilder eds. *The Postcolonial Contemporary*, Fordham University Press.  
 2018, "Commentary on 'From Exploitation to Expropriation: Geographies of Racialization in Historic Capitalism'" (in response to Nancy Fraser's 2017 AAG lecture) in *Economic Geography*, 94:1, 18-22.  
 Chari, Sharad. 2017, and Susanne Freidberg, Vinay Gidwani, Jesse Ribot and Wendy Wolford eds. *Other Geographies, in the Work of Michael Watts*. Oxford: Wiley Blackwell.  
 2017, "Detritus, Difference, Politics" for *Somatosphere*, published online October 30, <http://somatosphere.net/2017/10/detritus.html>

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Chaudhry**

**Faculty Name:** Chaudhry, Kiren Aziz  
**Department:** Political Science  
**Language Competency:** English-5; Hindi-5;  
Urdu-5; Punjabi-5; Arabic-4; Turkish-2; French-1  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., Harvard University, Government, 1990  
M.A., Harvard University, Government, 1983  
B.A., University of Michigan, 1978

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** 2  
**Academic Experience:**  
Visiting Professor, School of Humanities and  
Social Sciences (2014)

**Courses Taught:** 1

**Research and Training Specialization:** Political Economy, International Political Economy and Trauma Theory in  
the Middle East and South Asia.

**Overseas Experience:** Saudi Arabia, Algeria, Yemen, Iraq, Turkey

**Recent Recognitions/Awards:**

2005-2007 Sultan Research Fellowship, UC Berkeley; 2003, 2004 Competitive Research Fellowship, UC

**Recent Publications:** [1]

Trauma and Memory in Istanbul, Forthcoming, Cornell University Press 2015.

**Chen**

**Faculty Name:** Chen, Carolyn  
**Department:** Ethnic Studies  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
Ph.D., UC Berkeley, Sociology  
M.A., UC Berkeley, Sociology  
A.B., Brown University, Sociology

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:**  
**Theses Supervised:**  
**Academic Experience:**  
Associate Professor of Sociology and Asian  
American Studies at Northwestern University

**Courses Taught:** 1

**Research and Training Specialization:** Asian American and Asian Diaspora Studies

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

### **Chhibber**

**Faculty Name:** Chhibber, Pradeep

**Department:** Political Science

**Language Competency:** English-5; Hindi-5;  
Punjabi-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D. UCLA, 1991

M.Phil., University of Delhi, 1979

M.A., University of Delhi

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 3

**Academic Experience:**

Indo-American Community Chair in India Studies,  
UC Berkeley

Director, Institute of International Studies, UC  
Berkeley

**Courses Taught:** 9

**Research and Training Specialization:** Political Parties, South Asia, Electoral Politics, Politics of India

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [6]

Pradeep K. Chhibber and Rahul Verma. *Ideology and Identity: The Changing Party Systems of India*. Oxford University Press (forthcoming).

Pradeep K. Chhibber with Sandeep Shastri. *Religious Practice and Democracy in India*. Cambridge University Press (2014).

Adnan Naseemullah and Pradeep Chhibber. "Patronage, Bureaucratic Capacity, and Electoral Coordination," *Comparative Politics* (forthcoming, July 2018).

### **Choudhry**

**Faculty Name:** Choudhry, Sujit

**Department:** Law

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

LL.M. Harvard Law School, 1998

LL.B. (Hon.), University of Toronto, 1996

B.A., University of Oxford, Law, Rhodes Scholar,  
1994

B.Sc. Biology, McGill University, 1992

**Title:** Dean

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

Dean, School of Law, UC Berkeley, 2014-2016

Director, Center for Constitutional Transitions,  
School of Law, UC Berkeley, 2014-present

**Courses Taught:**

**Research and Training Specialization:** Comparative Constitutional Law, Comparative Constitutional Development

**Overseas Experience:** Egypt, Jordan, Libya, Nepal, South Africa, Sri Lanka, Tunisia, Ukraine, Yemen

**Recent Recognitions/Awards:**

Board of Editors and Scientific Advisory Board, International Journal of Constitutional Law, 2008-present

Editorial Advisory Board, Cambridge Studies in Constitutional Law, 2008-present

Manuscript reviewer, Oxford University Press, Cambridge University Press, University of Toronto Press, *Global Constitutionalism*, *International Journal of Constitutional Law*, *University of Toronto Law Journal*, *World Politics*, present

**Recent Publications:** [17]

Choudhry, Sujit. Constitution Making (co-editor with T. Ginsburg) (Edward Elgar, 2016).

Choudhry, Sujit. Oxford Handbook of the Indian Constitution (Oxford University Press, 2016) (co-editor with P.B. Mehta & M. Khosla).

### **Choy**

**Faculty Name:** Choy, Gregory P.

**Department:** Ethnic Studies

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

## Biographical Information/ APPENDIX 1

**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Washington

M.A. Cal Poly

B.A. University of California

A.A. Ventura College

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 12

**Research and Training Specialization:** Comparative Multiethnic Literature, Asian American Literature, Education Pedagogy

**Overseas Experience:**

**Recent Recognitions/Awards:**

Instructional Improvement Grant, Office of Teaching and Learning, UC Berkeley, 2015

Instructional Improvement Grant, Office of Teaching and Learning, UC Berkeley, 2014

**Recent Publications:** [1]

Choy, Gregory P. "Poetic Sickness: Ed Bok Lee's 'Whorled' illuminates earlier innocence." Review of Ed Bok Lee's *Whorled*. In *International Examiner*. April 11, 2015. <http://www.iexaminer.org/2015/04/poetic-sickness-ed-bok-lees-whorled-illuminates-earlier-innocence/>

### Clare

**Faculty Name:** Clare, Jennifer

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5; Tamil-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 4

**Research and Training Specialization:** Tamil Culture and Tamil Literature

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Cohen**

**Faculty Name:** Cohen, Lawrence

**Department:** Anthropology

**Language Competency:** English-5; Hindi-5;  
French-4; Hebrew-3

**Instructional Content Area Expertise**

**Represented as a Percentage:** 66

**Education:**

Ph.D. Harvard University, 1992

M.A. Harvard University, 1992

B.A., Harvard University, 1983

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:** 8

**Academic Experience:**

Chair, Institute for South Asia Studies, UC  
Berkeley (2012-2017)

**Courses Taught:** 9

**Research and Training Specialization:** Social Cultural Anthropology, Medical and Psychiatric Anthropology,  
Critical Gerontology, Lesbian and Gay Studies and Feminist and Queer Theory

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

Leibing, Annette, and Lawrence Cohen. *Thinking about dementia: Culture, loss, and the anthropology of senility*. Rutgers University Press, 2018.

Cohen, Lawrence. "Duplicate." *South Asia: Journal of South Asian Studies* 40.2 (2017): 301-304.

**Dalmia**

**Faculty Name:** Dalmia, Vasudha

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5; Hindi-5;  
German-5; Sanskrit-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., Jawaharlal Nehru University, Delhi, 1984

M.A., University of Cologne, 1975

B.A., Delhi University, 1967

**Title:** Professor Emeritus

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 8

**Academic Experience:**

Chandrika and Ranjan Tandon Professor of Hindu  
Studies, Yale University, 2013-2014

**Courses Taught:** 1

**Research and Training Specialization:** Cultural Formations, Politics of Religious Discourse, Transitional Cultural  
Phenomena of the 17th, 18th and 19th Centuries, the Politics of the Literature of the New  
Nation-State, Studies of the Position of Women in Transitions.

**Overseas Experience:** India, United Kingdom

**Recent Recognitions/Awards:**

**Recent Publications:** [3]

Dalmia, Vasudha. *Hindu Pasts: Women, Religion, Histories*. Ranikhet: Permanent Black, 2015.

Dalmia, Vasudha. (with Munis Faruqi) *Religious Interactions in Mughal India*. Delhi: Oxford  
University Press, 2014.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional  
Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Danner**

**Faculty Name:** Danner, John D.  
**Department:** Haas School of Business  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 JD, UC Berkeley  
 MPH and MAEd, UC Berkeley  
 BA, Harvard University

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Senior Fellow, The Lester Center for  
 Entrepreneurship  
 Faculty Director, BI Norwegian Business School  
 Faculty Director, LG Open Innovation Program

**Courses Taught:** 2

**Research and Training Specialization:** Entrepreneurship, Innovation and Strategy

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

Kuenne, Chris, and John Danner. *Built for Growth: How Builder Personality Shapes Your Business, Your Team, and Your Ability to Win*. Harvard Business Press, 2017.

Danner, John, and Mark Coopersmith. *The other "F" word: how smart leaders, teams, and entrepreneurs put failure to work*. John Wiley & Sons, 2015.

**Dalton**

**Faculty Name:** Dalton, Jacob  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
 Ph.D., University of Michigan, Buddhist Studies  
 M.A., University of Michigan, Buddhist Studies  
 B.A., Marlboro College, Religious Studies

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Chair, Department of South and Southeast Asian  
 Studies, UC Berkeley  
 Khyentse Foundation Distinguished University  
 Professor in Tibetan Buddhism, UC Berkeley

**Courses Taught:** 7

**Research and Training Specialization:** *Nyingma* Religious History, Tantric Ritual, Paleography, and the *Dunhuang* Manuscripts

**Overseas Experience:**

**Recent Recognitions/Awards:**

NEH Fellowship, National Endowment for the Humanities, 2016

Townsend Center Associate Professor Fellowship, UC Berkeley, 2015

Guggenheim Fellowship, John Simon Guggenheim Foundation, 2014-2015

**Recent Publications:** [6]

Dalton, Jacob. "Recent Bibliographic Advances in the Study of the Tibetan Dunhuang Manuscripts." In Natasha Mikles and Benjamin Nourse, eds., *Reading Relics of Speech: Material Approaches to Tibetan Texts*. Leiden: Brill, forthcoming.

Dalton, Jacob. "On the Significance of the *Ārya-tattvasaṃgraha-sādhanaopāyikā* and Its Commentary." In Yael Bentor, ed., *Chinese and Tibetan Esoteric Buddhism*, pp. 321-227. Leiden: Brill Publications, 2017.

"The Roots of Violence: Society and the Individual in Buddhism and Girard." Co-authored with Alexander von Rospatt. In Richard Shenk and Wolfgang Palaver, eds., *René Girard and World Religions*, pp. 339-366. East Lansing: Michigan State University Press, 2017.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Dar**

**Faculty Name:** Dar, Huma B

**Department:** Ethnic Studies

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., UC Berkeley, South and Southeast Asian Studies

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** The Intersections and Co-formations of Gender, Religion, Class, Caste, Sexuality, and National Politics of South Asia

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**De Janvry**

**Faculty Name:** De Janvry, Alain

**Department:** Agricultural and Resource Economics

**Language Competency:**

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D. UC Berkeley, Agricultural Economics

M.A. UC Berkeley, Statistics

M.S., UC Berkeley, Agricultural Economics

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

**Courses Taught:** 5

**Research and Training Specialization:** Poverty Analysis, Rural Development, Quantitative Analysis of Development Policies, Impact Analysis of Social Programs, Technological Innovations in Agriculture, Management of Common Property Resources

**Overseas Experience:** Latin America, Sub-Saharan Africa, Middle East, Indian subcontinent

**Recent Recognitions/Awards:**

**Recent Publications:** [10]

Emerick, Kyle, Alain de Janvry, Elisabeth Sadoulet, and Manzoor Dar "Technological innovations, downside risk, and the modernization of agriculture" forthcoming *American Economic Review*.

Alain de Janvry & Elisabeth Sadoulet, 2015. "Sixty Years of Development Economics: What Have we Learned for Economic Development?," *Revue d'Economie du Développement*, 22: 9-19

Al-Yriani Lamis, Alain de Janvry, and Elisabeth Sadoulet. 2015. The Yemen Social Fund for Development: An Effective Community-based Approach Amidst Political Instability. *International Peacekeeping*, 22(4): 321-336

de Janvry, Alain, Marco Gonzalez-Navarro, Kyle Emerick, and Elisabeth Sadoulet. 2015. Delinking land rights from land use: Certification and migration in Mexico, *American Economic Review*, 105(10): 3125-49

Carter, M., de Janvry, A., Sadoulet, E., Sarris, A. 2015. "Index-based weather insurance for developing countries: A review of evidence and a set of propositions for up-scaling", *Revue d'Economie du Développement*, 23(1):5-57.

**Delattre**

**Faculty Name:** Delattre, Michele

**Department:** International and Area Studies,

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

## Biographical Information/ APPENDIX 1

**ORIAS**

**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25

**Education:**

M.A., University of Minnesota

ORIAS B.A., UC Santa Barbara

**Title:** Outreach Coordinator

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

Chair, Art Practice, UC Berkeley

**Courses Taught:**

**Research and Training Specialization:**

**Overseas Experience:** England, Mexico

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Desouza**

**Faculty Name:** Desouza, Allan

**Department:** Art Practice

**Language Competency:**

**Instructional Content Area Expertise**

**Represented as a Percentage:** 33

**Education:**

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:**

**Theses Supervised:**

**Academic Experience:**

Chair, Department of Art Practice, UC Berkeley

**Courses Taught:** 3

**Research and Training Specialization:** Photography, Contemporary Art, Art Pedagogy, Performance, Postcolonial Studies, Contemporary African Art, South Asian Art

**Overseas Experience:** France, Korea, China, Ireland, India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

### Dewulf

**Faculty Name:** Dewulf, Jeroen

**Department:** German

**Language Competency:** English-5; German-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Bern, German Literature

M.A., University of Porto, German Literature

B.A., University of Ghent, Germanic Philosophy

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Director, Institute of European Studies, UC Berkeley

Director, Dutch Studies Program, UC Berkeley

**Courses Taught:** 7

**Research and Training Specialization:** European Politics and Culture, Dutch and Portuguese (Post)colonial Literature and History, Transatlantic Slave Trade, Swiss Literature and Culture

**Overseas Experience:** Germany, Belgium, Portugal

**Recent Recognitions/Awards:**

Independent Publishers' Gold Medal, 2018

Clague and Carol Van Slyke Article Prize in New Netherland Studies, 2015-2016

Louisiana History President's Memorial Award, 2015

**Recent Publications:** [3]

Jeroen Dewulf (2017), *From the Kingdom of Kongo to Kongo Square: Kongo Dances and the Origins of the Mardi Gras Indians*. Lafayette, LA: University of Louisiana at Lafayette Press.

Jeroen Dewulf (2017). *The Pinkster King and the King of Kongo: The Forgotten History of America's Dutch-Owned Slaves*. Jackson: University Press of Mississippi.

[Video: <https://www.youtube.com/watch?v=7DiApGLx3qU>; Reviews: Hilde Neus: [Werkgroep Caraïbische Letteren](#); Michael Douma: [BMHN-Low Countries Historical Review](#)]

### Dirks

**Faculty Name:** Dirks, Nicholas

**Department:** History & Anthropology

**Language Competency:** English-5; Hindi-5;

Tamil-1; French-1

**Instructional Content Area Expertise**

**Represented as a Percentage:** 50

**Education:**

Ph.D., University of Chicago, 1981

M.A. University of Chicago, 1974

B.A., Wesleyan University, 1968-1972

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Chancellor, UC Berkeley, 2013-2017

**Courses Taught:**

**Research and Training Specialization:** South Asian History and Anthropology, the role of India in the emerging interests of the United States in and after World War II, and postcolonialism.

**Overseas Experience:** India, United Kingdom

**Recent Recognitions/Awards:**

Senior Fellow, Council on Foreign Relations, present

Honorary Ph.D., SRM University, 2017

Honorary Ph.D., Tsinghua University, 2014

Fellow, American Academy of Arts and Sciences, 2014

**Recent Publications:** [1]

Autobiography of an Archive: A Scholar's Passage to India. New York: Columbia University Press, 2015.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

### Dutta

**Faculty Name:** Dutta, Sunil  
**Department:** Haas School of Business  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., University of Minnesota, Business Administration  
 MBA, University of Minnesota, Accounting  
 MS, University of Minnesota, Applied Chemistry  
 BS, Indian Institute of Technology, Engineering

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Joan and Egon von Kaschnitz Distinguished  
 Professor of Accounting and International Business  
 Haas Accounting Group

### **Courses Taught:** 2

**Research and Training Specialization:** Performance Measures, Incentive Contracts, Accounting Information, Cost of Capital, Equity Valuation

### **Overseas Experience:**

### **Recent Recognitions/Awards:**

Club 6 Member, Haas School of Business, for teaching excellence based on student evaluations

### **Recent Publications:** [5]

Dutta, Sunil. "Equilibrium Earnings Management and Managerial Compensation in a Multi-period Agency Setting" with Q. Fan. *Review of Accounting Studies*, 2014.  
 Dutta, Sunil. "Information Disclosure, Firm Growth, and the Cost of Capital" with A. Nezlobin. Forthcoming in the *Journal of Financial Economics*.  
 Dutta, Sunil. "Earnings Management and Dynamic Incentives" with Q. Fan. Forthcoming in the *Journal of Law, Finance, and Accounting*.

### Edwards

**Faculty Name:** Edwards, Penelope  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Monash University, 1999  
 M. Phil., University of Oxford, 1992  
 B.A., University of London, 1985

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Member, Transforming Graduate Admissions  
 Working Committee, UC Berkeley  
 Member, Group of Asian Studies Review  
 Committee, UC Berkeley

### **Courses Taught:** 2

**Research and Training Specialization:** Cultural Pasts and Presents in Southeast Asia, Cambodia, Burma

### **Overseas Experience:**

### **Recent Recognitions/Awards:**

Trustee, Center for Khmer Studies, Cambodia, 2008-2016

### **Recent Publications:** [4]

Edwards, Penelope. "Archival Detours: Sourcing Colonial History" Fiona Paisley and Kirsty Reid, ed. *Sources and Methods in Histories of Colonialism: Approaching the Imperial Archive* (London: Routledge, 2017)  
 Edwards, Penelope. *Incognito: How princes travel*. (Forthcoming).  
 Edwards, Penelope. *Moveable Easts: Alexandra David Néel, Mirra Alfassa, Suzanne Karpelès and the constructions of Buddhism in France and Empire*. (Forthcoming).

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Faruqui**

**Faculty Name:** Faruqui, Munis D.  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Urdu-5;  
 German-5; Persian-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 Ph.D., Duke University, 2002  
 M. Phil., University of Cambridge, 1992  
 B.A. Oberlin College, 1990

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** 3  
**Academic Experience:**  
 Director, Institute for South Asia Studies, UC  
 Berkeley, 2017-present  
 Chair, Sarah Kailath Chair of Indian Studies, UC  
 Berkeley, 2017-present

**Courses Taught:** 9

**Research and Training Specialization:** Islam in South Asia, Pre-modern South Asia, Mughal India, Urdu, Muslim  
 Experience in South Asia during Mughal Period.

**Overseas Experience:** India, Pakistan, Iran

**Recent Recognitions/Awards:**

**Recent Publications:** [1]

Faruqui, Munis D. *Religious Interactions in Mughal India*. Co-edited Vasudha Dalmia.  
 (Oxford, 2014).

**Gadgil**

**Faculty Name:** Gadgil, Ashok  
**Department:** Civil and Environmental  
 Engineering  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
 Ph.D., UC Berkeley, 1979  
 M.A. UC Berkeley, 1975  
 M.Sc., Indian Institute of Technology, 1973  
 B.Sc. University of Bombay, 1971

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Senior Faculty Scientist, LBNL, UC Berkeley  
 Co-lead, Water-Energy initiative for Energy  
 Technologies Area at LBNL, UC Berkeley

**Courses Taught:** 3

**Research and Training Specialization:** Computational Fluid Dynamics of Indoor Air and Pollutant Transport,  
 Simulation Methods for Complex Non-Linear Systems, Energy Efficiency in Buildings,  
 Drinking Water Treatment

**Overseas Experience:** India

**Recent Recognitions/Awards:**

R&D100 Award, 2016

Fellow, Indian National Academy of Engineering, 2015

Inducted into the National Inventors Hall of Fame, 2014

**Recent Publications:** [27]

Gadgil, Ashok J, Susan Amrose, Siva RS Bandaru, Caroline Delaire, Andrew Torkelson, and  
 Case M van Genuchten. "Addressing Arsenic Mass Poisoning in South Asia with  
 Electrochemical Arsenic Remediation." *Water Reclamation and Sustainability*. Ed. Ahuja,  
 Satinder. San Diego, CA: Elsevier, 2014. 115 - 154.  
 Preble, Chelsea V, Odelle L Hadley, Ashok J Gadgil, and Thomas W Kirchstetter. "Emissions  
 and Climate-Relevant Optical Properties of Pollutants Emitted from a Three-Stone Fire and the  
 Berkeley-Darfur Stove Tested under Laboratory Conditions." *Environmental Science &  
 Technology* 48.11 (2014) 6484 - 6491. LBNL-1003903.

**George**

**Faculty Name:** George, Richard W.

**Department:** Haas School of Business

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional  
 Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25

**Education:**  
M.B.A., Finance & International Business  
B.A., Liberal Arts, UC Berkeley  
**Title:** Lecturer

**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Managing Director, Gulf Banking Consultants

**Courses Taught:** Global Financial Services  
**Research and Training Specialization:**  
**Overseas Experience:** Bahrain, Turkey, India  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Ghosh**

**Faculty Name:** Ghosh, Srijani  
**Department:** Theater, Dance and Performance  
Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., Michigan State University, English

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Visiting Assistant Professor, Department of  
English, Michigan State University, 2014-2015

**Courses Taught:** 2  
**Research and Training Specialization:** English and Women's Studies  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [1]

Ghosh, Srijani. "Clarity, Cut, and Culture: The Many Meanings of Diamonds by Susan Falls".  
*The Journal of Popular Culture*. (Jan 2016).

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Gold**

**Faculty Name:** Gold, Thomas B

**Department:** Sociology

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Harvard University, Sociology

M.A., Harvard University, 1975

B.A., Oberlin College, Chinese Studies, 1970

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:** 11

**Academic Experience:**

Executive Director, Inter-University Program for Chinese Language Studies

**Courses Taught:** 3

**Research and Training Specialization:** Modernization and Development, Globalization, Comparative Institutions, Pacific Rim Societies, China, Culture, Non-profits Focused on Improving Educational Access and Persistence for Disadvantaged Populations

**Overseas Experience:** China, Taiwan, Korea

**Recent Recognitions/Awards:**

Board Member, The National Committee on U.S.-China Relations

Board Member, The Asia Society of Northern California

**Recent Publications:** [1]

Gold, Thomas B. *Remaking Taiwan: Society and the State Since the End of Martial Law*. (In preparation)

**Goldman**

**Faculty Name:** Goldman, Robert P

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5; Sanskrit-5; French-4; Hindi-3; Italian-3; Bengali-2; German-2

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., University of Pennsylvania, 1971

B.A., Columbia University, 1964

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 5

**Academic Experience:**

**Courses Taught:** 6

**Research and Training Specialization:** Sanskrit Literature and Literary Theory, Indian Epic Studies, Psychoanalytically Oriented Cultural Studies

**Overseas Experience:**

**Recent Recognitions/Awards:**

Fellow, American Academy of Arts and Sciences

Sanskrit Award, Indian Council on Cultural Relations, 2017

**Recent Publications:** [4]

Goldman, Robert P., and Sally Sutherland Goldman. *The Rāmāyaṇa of Vālmīki: An Epic of Ancient India, Volume V: Sundarakāṇḍa*. Vol. 5. Princeton University Press, 2016.

Goldman, Robert P. "Augmenting the Past: Historical and Political Consciousness in Vālmīki's Uttarakāṇḍa." *Studies in History* (2018): 0257643018772406.

Goldman, Robert P. "On the Upatva of Upākhyānas: Is the Uttarakāṇḍa of the Rāmāyaṇa an Upākhyāna of the Mahābhārata?" *Argument and Design: The Unity of the Mahābhārata* (2016): 69.

Obeyesekere, Gananath, et al. "Did the Buddha Die of Eating Pork?." *The Buddha in Sri Lanka: Histories and Stories*. Vol. 182. No. 27. Kelaniya: Penguin, 2018. 277-299.

**Goldman**

**Faculty Name:** Goldman, Sally J

**Department:** South and Southeast Asian Studies

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Language Competency:** English-5; Sanskrit-5;  
Pali-5; Prakrit-5; Hindi-2

**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100

**Education:**

Ph.D., UC Berkeley, 1979  
M.A., Cal State Fullerton, 1971  
B.A., Cal State Fullerton, 1971  
**Title:** Senior Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

Associate Editor, VālmīkīRāmāyaṇa Translation Project  
Co-annotator, Bālakāṇḍa  
Co-translator, Sundarakāṇḍa, Yuddhakāṇḍa, and Uttarakāṇḍa

**Courses Taught:** 2

**Research and Training Specialization:** Women's Studies, Epic and Classical Sanskrit Literature, *Vyakarana* or Sanskrit

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [10]

Goldman, Robert P., and Sally Sutherland Goldman. *The Rāmāyaṇa of Vālmīki: An Epic of Ancient India, Volume V: Sundarakāṇḍa*. Vol. 5. Princeton University Press, 2016.

Goldman, Sally J. Sutherland. "Against their Will: Sexual Assault and the Uttarakāṇḍa." *Studies in History* (2018): 0257643018772405.

**Gonzalez**

**Faculty Name:** Gonzalez, Pablo

**Department:** Ethnic Studies

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Texas at Austin, Anthropology  
M.A. University of Texas at Austin, Anthropology  
B.A., UC Berkeley, Chicano Studies

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

Site Coordinator, Dialogo Global, Decolonizing Knowledge and Power Summer School, Barcelona, Spain  
Lecturer, Sociology, University of San Francisco, 2015

**Courses Taught:** 7

**Research and Training Specialization:** Chicana/o Transnational Social Movements, De-colonial Thought and Praxis, Indigeneity and Blackness, Housing and Dispossession, Urban Ethnography, Environmental Justice, Race, Migration, and Illegality

**Overseas Experience:** Mexico, Spain

**Recent Recognitions/Awards:**

**Recent Publications:** [6]

Gonzalez, Pablo. Book manuscript, "Autonomy Road": Trans-Border Activism and Cultural Politics in an age of Neoliberalism. Advanced Book Contract letter of intent sent to University of Texas Press.

Gonzalez, Pablo. 2016. "Hecho en Berkeley: A Brief History of Chicana/o Studies at Berkeley High School," In, "White" Washing American Education: The New Culture Wars in Ethnic Studies: Vol. 1 K-12 Anthology, pp 1-6.

Gonzalez, Pablo. 2016. Review of, *More than Shelter: Activism and Community in San Francisco Public Housing*, by Amy Howard. University of Minnesota Press. 2014. *City and Society*, Fall 2016.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Gonzalez-Reimann**

**Faculty Name:** Gonzalez-Reimann, Luis  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., UC Berkeley

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:** South Asian Studies, Mysticism, Indian Studies, Yugas, Sanskrit Epics, Cosmic Cycles, Hinduism

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

González-Reimann, Luis. "The Coming Golden Age: On Prophecy in Hinduism." *Prophecy in the New Millennium*. Routledge, 2016. 121-138.

González-Reimann, Luis. "The Yugas: Their Importance in India and their Use by Western Intellectuals and Esoteric and New Age Writers." *Religion Compass* 8.12 (2014): 357-370.

**Goulding**

**Faculty Name:** Goulding, Gregory  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:** n/a

**Courses Taught:** 1

**Research and Training Specialization:** Area Studies, South Asian Studies, Indian Literature, World Literature, Hindi

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:**

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Gundling**

**Faculty Name:** Gundling, Ernest O.  
**Department:** Haas School of Business  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., University of Chicago  
 M.A., University of Chicago  
 B.A., Stanford University

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Global Leadership Development, Cross-border Organization Development, Innovation, Collaboration, Change Management, Global Teams

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:**

**Gupta**

**Faculty Name:** Gupta, Atreyee  
**Department:** History of Art  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
 Ph.D., University of Minnesota, 2011  
 M.A., University of Minnesota, 2005  
 B.A., Maharaja Sayajirao University of Baroda, 2002

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Undergraduate Advisor, Global Modern Art & Modern and Contemporary South and Southeast Asian Art, UC Berkeley

**Courses Taught:** 6

**Research and Training Specialization:** Global Modernisms and Contemporary Art, South and Southeast Asia and its Diaspora, Visual and Intellectual Histories of Twentieth-century Art, Intersections between the Cold War, the Non-Aligned Movement, and Art after 1945, New Media and Experimental Cinema

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [7]

- Gupta, Atreyee. The Promise of the Modern: Anti-illusionism, Abstraction, and Inter-cultural Modernism (India, ca. 1937–1968), in progress.
- Gupta, Atreyee. Postwar – Art between the Pacific and the Atlantic, 1945–1965, coedited with Okwui Enwezor and Ulrich Wilmes (forthcoming)
- Gupta, Atreyee. Global Modernism/s: Contiguities, Infrastructures, and Aesthetic Practices, ca. 1905–1965, coedited with Hannah Baader and Patrick Flores (in progress).
- Gupta, Atreyee. “Developmental Aesthetics: Modernism’s Ocular Economies and Laconic Discontents in the Era of Nehruvian Technocracy,” in Water Histories of South Asia: The Materiality of Liquescent, edited by Sugata Ray and Venugopal Maddipati, (New Delhi and London: Routledge, 2018), forthcoming
- Gupta, Atreyee. “Dwelling in Abstraction: Post-Partition Segues into Postwar Art,” Third Text, Special Issue on Partition (Fall 2017): forthcoming.

**Grijalva**

**Faculty Name:** Grijalva, Richard A.

**Department:** Rhetoric

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Language Competency:** English-5; Spanish-5;  
German-3; French-2

**Instructional Content Area Expertise  
Represented as a Percentage:** 25

**Education:**

Ph.D., UC Berkeley, Rhetoric, 2015-present

M.A. UC Berkeley, 2012

M.A., Boston College, 2003

B.A., Loyola Marymount University

**Title:** Graduate Student

**Courses Taught:** 1

**Research and Training Specialization:**

**Overseas Experience:**

**Recent Recognitions/Awards:**

Mentored Research Award, UC Berkeley Graduate Division, 2015-2016

**Recent Publications:**

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

Visiting Researcher, Instituto de Investigaciones  
Filológicas, Universidad Nacional Autónoma de  
México, Mexico DF, Mexico, 2016-2017

**Hadler**

**Faculty Name:** Hadler, Jeffrey Alan

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5; Indonesian-4

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Cornell University, History, 2000

M.A., Cornell University, History, 1994

B.A., Yale University, Comparative Literature &  
Southeast Asian Studies

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:** 2

**Academic Experience:**

Chair, Department of South and Southeast Asian  
Studies, UC Berkeley, 2014-2015

Founding Board Member, American Institute for  
Indonesian Studies, Cornell University

**Courses Taught:** 1

**Research and Training Specialization:** Island Southeast Asia, Islam in Southeast Asia, Culture and Art in  
Indonesia, Indonesian History

**Overseas Experience:** Indonesia

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional  
Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Harrison**

**Faculty Name:** Harrison, Ann E.

**Department:** Agricultural and Resource Economics

**Language Competency:** English-5; French-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Princeton University, Economics, 1991

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 12

**Academic Experience:**

Professor, Multinational Management, The Wharton School, University of Pennsylvania, 2012-present

Research Associate, National Bureau of Economic Research

Professor, Agricultural and Resource Economics, UC Berkeley, 2001-2011

**Courses Taught:** 2

**Research and Training Specialization:** Economic Development, Foreign Investment, International Trade

**Overseas Experience:** France

**Recent Recognitions/Awards:**

Editorial Board Member, *Journal of Asian Economics*, *Journal of Economic Literature*, and *The World Bank Research Observer*

Affiliate, International Growth Center, London

Member, UN Committee for Development Policy

**Recent Publications:** [7]

“Green Industrial Policy in Emerging Markets”, Ann Harrison, Leslie A. Martin, and Shanthi Nataraj, *Annual Review of Resource Economics*, Vol. 9, November 2017.

“In with the big, out with the small: Removing small-scale reservations in India”, Leslie A. Martin, Shanthi Nataraj, and Ann E. Harrison, *The American Economic Review*, 107.2, page 354-386, February 2017.

“Review of Trade and Poverty: When the Third World Fell Behind, by Jeffrey Williamson,” Ann Harrison, *Journal of Economic History*, 2015.

**Hart**

**Faculty Name:** Hart, George L

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5; Russian-4;

Malayalam-2; Kannada-1; Hindi-1

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., Harvard University, 1970

M.A., Harvard University, 1967

B.A., Harvard University, 1964

**Title:** Professor Emeritus

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 8

**Academic Experience:**

Emeritus, Chair in Tamil Studies, UC Berkeley, 2009-present

**Courses Taught:** 5

**Research and Training Specialization:** South Indian Culture, Tamil Literature, Sanskrit Literature

**Overseas Experience:** India

**Recent Recognitions/Awards:**

Padma Shri, Government of India, 2015

Kural Peedam, award presented by President of India, 2010

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Hart**

**Faculty Name:** Hart, Kausalya  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Tamil-5;  
 Sanskrit-3; Telugu-2  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 M.A., Annamalai University, Tamil Language and  
 Literature, 1962  
 B.A., Annamalai University, 1960

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Tamil and South Indian Music, Dance, and Culture

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [5]

Haart, Kaushalya. "Madurai Meenakshi Ammai-Irattai Mani Maalai (English Translation)-Kaushalya Haart." (2017).  
 Haart, Kaushalya. "Madurai Meenaksh Ammai Pillai Thamizh (English Translation)-Kaushalya Haart." (2017).  
 Haart, Kaushalya. "Madurai Sokkanaadhar Ula-Purana Thirumalainaathar (Kaushalya Haart-translation)." (2017).  
 Haart, Kaushalya. "Naalayira Dhivya Pirabandham-Pt. 1-Kaushalya Haart." (2017).

**Hart**

**Faculty Name:** Hart, Gillian P  
**Department:** Geography  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Cornell University, 1978

**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 3  
**Academic Experience:**  
 Co-Chair, Development Studies Undergraduate  
 Major, UC Berkeley, 1996-2016  
 Distinguished Professor, University of  
 Witwatersrand, 2016

**Courses Taught:** 1

**Research and Training Specialization:** Political Economy, Social Theory, Critical Development Studies, Gender, Agrarian, Regional Studies

**Overseas Experience:** Bangladesh, Malaysia, South Africa

**Recent Recognitions/Awards:**

Vega Medal, Swedish Society for Anthropology and Geography, 2018

**Recent Publications:** [7]

Hart, Gillian P. *Rethinking the South African Crisis: Nationalism, Populism, Hegemony*, Pietermaritzburg South Africa: University of KwaZulu-Natal Press. 2014.  
 Becoming a Geographer: Massey Moments in a Spatial Education. In *Doreen Massey: Critical Dialogues*. Edited by Marion Werner, Jamie Peck, Rebecca Lave, and Brett Christophers. (Forthcoming 2018).  
 Relational Comparison Revisited: Marxist Postcolonial Geographies in Practice. *Progress in Human Geography* 2016 (early online publication.)  
 Political Society and its Discontents: Translating Passive Revolution in India and South Africa. *Economic and Political Weekly*. Vol. L No. 43, October 2015.

**Hoffman**

**Faculty Name:** Hoffmann, Stefan-ludwig

**Department:** History

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Universität Bielefeld, 1999  
 M.A., Johns Hopkins University, 1993  
**Title:** Associate Professor

**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 5

**Research and Training Specialization:** Late Modern Europe, Germany, Transnational History, Conceptual History

**Overseas Experience:** Germany

**Recent Recognitions/Awards:**

Fellow at the Wissenschaftskolleg Berlin/Institute for Advanced Studies, 2017-2018

Guggenheim Fellow, 2017-2018

**Recent Publications:** [9]

*Human Rights. A Short History* (Princeton: Princeton University Press, in preparation).  
*Geschichte der Menschenrechte. Ein Rückblick* (Berlin: Suhrkamp Verlag, forthcoming).  
 Co-editor and Co-Translator, *Reinhart Koselleck: Sediments of Time. On Possible Histories* (Stanford: Stanford University Press, 2018).  
 Co-editor, *The Ethics of Seeing. Photography and Twentieth-Century German History* (New York: Berghahn Press, 2018).  
 Co-editor, *Seeking Peace in the Wake of War: Europe, 1943-1947* (Amsterdam: Amsterdam University Press, 2015).

### Holland

**Faculty Name:** Holland, Gary B

**Department:** Linguistics

**Language Competency:** English-5; Greek-5;  
 Hittite-5; Sanskrit-5; German-5; Avestan-4; Old  
 Persian-4; Latin-4; Italic Dialects-4; Hieroglyphic  
 Luwian-4; Gothic-4; Norse-Icelandic-4; Old  
 English-4; Old Irish-4; Lithuanian-4; Old Church  
 Slavic-4

**Instructional Content Area Expertise**

**Represented as a Percentage:** 50

**Education:**

Ph.D., Linguistics, UC Berkeley, 1980

M.A., French, Florida State University, 1967

B.A., French, Florida State University, 1965 Eastern  
 Studies

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:** 6

**Academic Experience:**

**Courses Taught:** Historical Linguistics, Indo-European Comparative Linguistics, Writing Systems

**Research and Training Specialization:** Comparative Indo-European Linguistics, Historical Linguistics

**Overseas Experience:** Scandinavia, United Kingdom

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

### Irschick

**Faculty Name:** Irschick, Eugene

**Department:** History

**Language Competency:** English-5; Tamil-4;

Telugu-4; French-4; German-4

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Education:**

Ph.D., University of Chicago, History, 1964  
M.A., University of Pennsylvania, South Asia  
Regional Studies, 1959  
B.A. Gettysburg College, History & Religion and  
Greek, 1955

**Title:** Professor Emeritus

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 2

**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:** History and Politics of Modern South Asia.

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Iyer**

**Faculty Name:** Iyer, Ganesh

**Department:** Haas School of Business

**Language Competency:**

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Toronto, Management, 1996  
M.A., University of Bombay, Management Studies,  
1984  
B.S., University of Bombay, Electrical Engineering

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:**

**Theses Supervised:** 3

**Academic Experience:**

Edgar F. Kaiser Chair of Business Administration,  
UC Berkeley, 2007-present  
Sandra Dawson Visiting Professor, Judge School of  
Business, University of Cambridge, 2015  
Chair, EWMBA Program Committee, 2013-2015

**Courses Taught:** 2

**Research and Training Specialization:** Competitive Marketing Strategy, Coordination in Distribution Channels,  
Internet Strategy and Institutions, Bounded Rationality and Marketing Strategy, Communication and Advice,  
Marketing and Development

**Overseas Experience:**

**Recent Recognitions/Awards:**

Finalist for the Informs Long-Term Impact Award for the “The Targeting of Advertising,” 2005, Marketing Science,  
2014-2015

Informs Society for Marketing Science Doctoral Consortium, Faculty Fellow, 2015

**Recent Publications:** [5]

“Social Responsibility and Product Innovation,” 2015 (with David Soberman), Marketing  
Science, Forthcoming.

“Competing for Attention in Social Communication Markets,” 2015, (with Zsolt Katona),  
Management Science, Forthcoming.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional  
Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Jain**

**Faculty Name:** Jain, Usha  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Hindi-5;  
Sanskrit-3; Urdu-4  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
M.A., UC Berkeley, Asian Studies, 1964  
M.A., Agra University, History, 1960  
B.A., Agra University, Hindi, History, and Political  
Science, 1957

**Title:** Senior Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:**  
Oral Proficiency Tester, Hindi Language, American  
Council on the Teaching of Foreign Languages  
**Theses Supervised:** n/a  
**Academic Experience:**  
Recalled Senior Lecturer in Hindi Language and  
Literature, UC Berkeley, 2007-present

**Courses Taught:** 4

**Research and Training Specialization:** Hindi language, Hindi Literature

**Overseas Experience:** India, Pakistan

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

Jain, Usha R. *Introduction to Hindi Grammar*. Berkeley, CA: Centers for South Asia Studies,  
University of California, 1995.

Jain, Usha R., Karine Schomer. *Intermediate Hindi Reader*. Berkeley: CA: Centers for South  
Asia Studies, University of California, 1999.

Jain, Usha R., and Usha R. Jain. *Advanced Hindi Grammar*. Berkeley: Center for South Asia  
Studies, U of California, Berkeley, 2007.

**Jaini**

**Faculty Name:** Jaini, Padmanabh  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Gujarati-5;  
Hindi-5; Marathi-3  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., University of London, 1958  
M.A., University of Bombay, 1949

**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** Jain Studies

**Research and Training Specialization:** Buddhism, Jainism

**Overseas Experience:** India, United Kingdom

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional  
Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Jalil**

**Faculty Name:** Jalil, Qamar  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
M.A., Punjab University

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 4  
**Research and Training Specialization:** Urdu Language  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Jayaraman**

**Faculty Name:** Jayaraman, Sarumathi  
**Department:** Public Policy  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
J.D. Yale Law School, 2000  
M.P.P., Harvard University, 1998  
B.A., UCLA, 1995

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Co-Founder and President, Restaurant  
Opportunities Centers United  
Director, Food Labor Research Center, UC  
Berkeley

**Courses Taught:** 1  
**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
Champion of Change, United States White House, 2014  
James Beard Foundation Leadership Award, 2015.  
**Recent Publications:** [2]

Jayaraman, Sarumathi. *Forked: A New Standard for American Dining*. Oxford University Press, 2016.

Jayaraman, Sarumathi, and Immanuel Ness. *The New Urban Immigrant Workforce: Innovative Models for Labor Organizing: Innovative Models for Labor Organizing*. Routledge, 2015.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Jones-Rogers**

**Faculty Name:** Jones-Rogers, Stephanie

**Department:** History

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Rutgers, University of New Jersey, 2012

M.A., Rutgers, University of New Jersey, 2007

B.A., Rutgers, University of New Jersey, 2003

**Title:** Assistant Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

Assistant Professor, Departments of History and Gender, Women's and Sexuality Studies, University of Iowa, 2012-2014

Postdoctoral Fellow in Law and Society, Newcomb College Institute, Tulane University, 2013-2014

**Courses Taught:** 9

**Research and Training Specialization:** African American History, The History of American Slavery, Slavery and the Law, The History of Women, Women and Early American Law

**Overseas Experience:**

**Recent Recognitions/Awards:**

Ford Foundation Post-Doctoral Fellowship, 2017-2018

National Endowment for the Humanities Fellowship for University Teachers, 2017-2018

Woodrow Wilson Foundation Career Enhancement Fellowship for Junior Faculty, 2017

Regents' Junior Faculty Fellowship, University of California, Berkeley, 2015

**Recent Publications:** [5]

"Mistresses of the Market: White Women and the Economy of American Slavery". (Forthcoming, Yale University Press, Spring 2019)

"Rethinking Sexual Violence and the Marketplace of Slavery: White Women, the Slave Market and Enslaved People's Sexualized Bodies in the Nineteenth-Century South," in *Sexuality and Slavery: Reclaiming Intimate Histories in the Americas* eds. Daina Ramey Berry and Leslie Harris (Forthcoming, University of Georgia Press, 2018)

**Kaicker**

**Faculty Name:** Kaicker, Abhishek

**Department:** History

**Language Competency:** English-5; Hindi-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 50

**Education:**

Ph.D., Columbia University, 2014

M.A., University of British Columbia, 2006

B.A., Macalester College, 2004

**Title:** Assistant Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

**Courses Taught:** 5

**Research and Training Specialization:** Early Modern and Modern South Asia, Politics and Culture in the Mughal Empire, 20<sup>th</sup>-Century World History

**Overseas Experience:** India

**Recent Recognitions/Awards:**

Milton Fund, Harvard University, 2014

Junior Fellow, Society of Fellows, Harvard University, 2013-2016

**Recent Publications:** [3]

Kaicker, Abhishek. "The Promises and Perils of Courtly Poetry: The Case of Mir 'Abd al-Jalil Bilgrami (1660-1725) in the Late Mughal Empire." *Journal of the Economic and Social History of the Orient* 61.3 (2018): 327-360.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Kaiser**

**Faculty Name:** Kaiser, Mark  
**Department:** Berkeley Language Center  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 Ph.D., University of Michigan  
 M.A., University of Michigan  
 B.A., University of Wisconsin

**Title:** Associate Director  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1  
**Research and Training Specialization:** Slavic Studies  
**Overseas Experience:**  
**Recent Recognitions/Awards**  
**Recent Publications:** [0]

**Kammen**

**Faculty Name:** Kammen, Daniel  
**Department:** Goldman School of Public Policy,  
 Energy and Resources Group, Nuclear Engineering  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Harvard University, 1988  
 M.A., 1986  
 B.A., Cornell University, 1984

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Chair, Energy and Resources Group, UC Berkeley  
 Director, Center for Environmental Policy,  
 Goldman School of Public Policy, UC Berkeley  
 Founding Director, Renewable and Appropriate  
 Energy Laboratory , UC Berkeley  
 Director, Transportation Sustainability Research  
 Center, UC Berkeley, 2007-2015

**Courses Taught:** 1  
**Research and Training Specialization:** climate change, engineering, environment  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
 Science Envoy, U.S. Secretary of State, 2016-2017  
 National Technical Advisory Board, U.S. Environmental Protection Agency, 2010-present  
 Member, National Academy of Science's Computing Research for Environmental and Societal Sustainability, 2010-2015  
 Nobel Peace Prize awarded to the Intergovernmental Panel on Climate Change, 2007  
**Recent Publications:** [101]

Alstone, Peter, Dmitry Gershenson, and Daniel M. Kammen. "Decentralized energy systems for clean electricity access." *Nature Climate Change* 5.4 (2015): 305.  
 Jones, Christopher, and Daniel M. Kammen. "Spatial distribution of US household carbon footprints reveals suburbanization undermines greenhouse gas benefits of urban population density." *Environmental science & technology* 48.2 (2014): 895-902.  
 Kammen, Daniel. *Smart Villages: New Thinking for Off-Grid Communities Worldwide*. Heap, R.B. (ed). 2015.

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Karras**

**Faculty Name:** Karras, Alan  
**Department:** International and Area Studies  
**Language Competency:** English  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., University of Pennsylvania  
 M.A., University of Pennsylvania  
 M.A., B.A., Johns Hopkins University

**Title:** Associate Director  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 5

**Research and Training Specialization:** Scottish Migration, Caribbean in the 18<sup>th</sup> Century, Global Histories of Smuggling and Corruption in the Modern World, Nexus between Classical Theories of Political Economy and Illicit Activities

**Overseas Experience:** Jamaica, Bahamas, Guadeloupe, Great Britain, France, Suriname, Trinidad

**Recent Recognitions/Awards:**

**Recent Publications:** [3]

Karras, Alan. "Kevin P. McDonald. Pirates, Merchants, Settlers, and Slaves: Colonial America and the Indo-Atlantic World." (2016): 912-913.  
 Karras, Alan, et al. *Encounters Old and New in World History: Essays Inspired by Jerry H. Bentley*. University of Hawai'i Press, 2017.  
 Karras, Alan L. "The Global Atlantic: 1400–1900 by Christoph Strobel." *Journal of World History* 29.1 (2018): 132-134.

**Kala**

**Faculty Name:** Kala, Puneeta  
**Department:** Institute for South Asia Studies  
**Language Competency:** English-5; Japanese-5;  
 Hindi-5; Urdu-4; French-3; German-3  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 M.A., Study of Religion, Harvard University, 2000  
 M.A., Japanese Culture, University of Tsukuba,  
 1996  
 M.Phil., East Asian Studies, Jawaharlal Nehru  
 University, 1993  
 M.A., Japanese, Jawaharlal Nehru University, 1991

**Title:** Program Director  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** n/a

**Research and Training Specialization:**

**Overseas Experience:** Japan, India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Kamala**

**Faculty Name:** Kamala, Calanit  
**Department:** Economics  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 2  
**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [1]

Franklin, Madeline, and Calanit Kamala. "The Influence of Unions on Inequality: A Look at the Effects of Declining Unionization on." *Economics* (2014).

**Kanogo**

**Faculty Name:** Kanogo, Tabitha M  
**Department:**  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., University of Nairobi, 1981

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 4  
**Research and Training Specialization:** Africa, Kenya, Social, Cultural, Women's, and Colonial History  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Katyal**

**Faculty Name:** Katyal, Sonia

**Department:** Law

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

J.D., University of Chicago Law School, 1998

A.B., Brown University, 1993

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Co-director, Berkeley Center for law &

Technology, UC Berkeley

Associate Dean, Research, Fordham Law School, 2015

Joseph M. McLaughlin Professor of Law, Forham Law School, 2015

**Courses Taught:** 3

**Research and Training Specialization:** Intersection of Technology, Intellectual Property, and Civil Rights

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [5]

Katyal, Sonia K. "Technoheritage." *Cal. L. Rev.* 105 (2017): 1111.

Katyal, Sonia K. "The "Numerus Clausus" of Sex." *The University of Chicago Law Review* (2017): 389-494.

Katyal, Sonia K. "The Public Good in Poetic Justice." *Cornell JL & Pub. Pol'y* 26 (2016): 497.

Katyal, Sonia K., and Leah Chan Grinvald. "Platform Law and the Brand Enterprise." *Berkeley Tech. LJ* 32 (2017): 1135.

Katyal, Sonia K. "Encouraging Engaged Scholarship: Perspectives from an Associate Dean for Research." *Touro L. Rev.* 31 (2014): 53.

**Kazmi**

**Faculty Name:** Kazmi, Asma

**Department:** Art Practice

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

M.F.A., School of the Art Institute of Chicago, 2007

B.F.A., Massachusetts College of Art, 2002

**Title:** Assistant Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Co-Program Director, Art Program, California

Institute of the Arts, 2015-present

Permanent Art Program Faculty, California

Institute of the Arts, 2013-present

**Courses Taught:** 5

**Research and Training Specialization:** Transdisciplinary, Performative, Relational Works Combining Media and Objects

**Overseas Experience:**

**Recent Recognitions/Awards:**

Residency, Anderson Ranch, Snowmass Village, CO, 2016

Fulbright Research Award, Council for international Exchange of Scholars to India, 2014

**Recent Publications:**

Thrun, Neil, "That Used to be Us" at Haw Contemporary, KC Studio, kcstudio.org, July 13, 2015

Estes, Sara, "Lecture and Opening: Asma Kazmi's 'Ordinary People'", The Tennessean, January 31st 2015

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Kelkar**

**Faculty Name:** Kelkar, Sreeharsh  
**Department:** Interdisciplinary Studies Field  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** History and Anthropology

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

2016 “Making a Platform: Visions, Organization, and the Transformation of Roles” available at <http://web.mit.edu/skelkar/www/files/Kelkar-NMSPlatform.pdf>

2016 “Reconfiguring Educational Expertise: MOOCs, Computer Scientists, and the Study of Learning”

**Krishnamurthy**

**Faculty Name:** Krishnamurthy, Prasad  
**Department:** Law  
**Language Competency:** English  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., M.A., UC Berkeley, 2011  
 J.D., Yale Law School, 2004  
 B.A./M.A., University of Chicago, 1999

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Visiting Faculty Instructor, University of Chicago Law School, 2015

**Courses Taught:** 3

**Research and Training Specialization:** Financial regulation, antitrust and competition policy, law and economic development, and distributive justice.

**Overseas Experience:**

**Recent Recognitions/Awards:**

2<sup>nd</sup> Prize, George Washington Law School Junior Business Scholars Conference, 2015

**Recent Publications:** [7]

“Regulating Against Bubbles,” *University of Pennsylvania Law Review*, Vol. 163, Issue 6 (2015) (with Ryan Bubb)

“Regulating Capital,” *Harvard Business Law Review*, Vol. 4, Issue 1 (2014)

“Rules, Standards, and Complexity in the Cost---Benefit Analysis of Capital Regulation,” *Journal of Legal Studies*, Vol. 43 (June 2014)

“Banking Deregulation, Local Credit Supply, and Small Business Growth,” *The Journal of Law and Economics*, Vol. 58 (Nov. 2015)

\***Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Landreth**

**Faculty Name:** Landreth, David  
**Department:** English  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 6

**Research and Training Specialization:** Literature and Culture of Tudor and Early Stuart England, Marxist, Ancient, and New Materialism, Word and Image, Religiosity, Humanist Learning

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [1]

Landreth, David. "How Does Matter Feel?" Review essay. *Spenser Review* 44.3 (Winter 2015).

**Little**

**Faculty Name:** Little, Layne R  
**Department:** Religious Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 33  
**Education:**

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:**

**Research and Training Specialization:** Popular Culture, Religious Studies, Mythology and Folklore, Tamil Literature

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Mahajan**

**Faculty Name:** Mahajan, Aprajit  
**Department:** Agricultural and Resource Economics

**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25

**Education:**  
 Ph.D., Princeton University, Economics, 2004  
 M.Sc., London School of Economics, Economics and Philosophy, 1996  
 B.A., Stanford University, Economics, 1995

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a

**Theses Supervised:**  
**Academic Experience:**  
 Affiliate, Center for Effective Global Action, UC Berkeley, 2011-present  
 Affiliate, Abdul Latif Jameel Poverty Action Lab, 2012-present

**Courses Taught:** 2

**Research and Training Specialization:** Development, Econometrics

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

“Extremum Estimation and Numerical Derivatives” (with H. Hong and D. Nekipelov) Journal of Econometrics 2015, 188(1):250-263  
 “Micro-loans, Insecticide-Treated Bednets and Malaria: Evidence from a Randomized Controlled Trial in Orissa (India)” (with B. Blackburn, D. Kopf, L. Krishnan, A. Tarozzi and J. Yoong) American Economic Review, 2014, 104(7): 1909-41

**Mahmood**

**Faculty Name:** Mahmood, Saba  
**Department:** Anthropology  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**

Ph.D., Stanford University, Anthropology, 1998  
 M.A., Stanford University, Anthropology, 1994  
 M.A., University of Washington, Political Science, 1992  
 M.A., University of Michigan, Urban Planning, 1988  
 M.A., University of Michigan, Architecture, 1987  
 B.A., University of Washington, Architecture, 1985

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 2  
**Academic Experience:**

**Courses Taught:** 4

**Research and Training Specialization:** Religion, Race and Ethnicity, Political Anthropology, Sociocultural Anthropology, Gender and Sexuality, Law and Society, History of Anthropology

**Overseas Experience:** Lebanon, Egypt, Pakistan

**Recent Recognitions/Awards:**

**Recent Publications:** [19]

Mahmood, Saba. *Religious Difference in a Secular Age: A Minority Report*. Princeton University Press, 2015.  
 Mahmood, Saba. *Politics of Religious Freedom* (edited with W. Sullivan, E. Hurd and P. Danchin). University of Chicago Press, 2015.  
 Mahmood, Saba. *The South Atlantic Quarterly*, a special issue on “Religious Liberty and Secular Politics” (with Peter Danchin), 113, no. 2 (2014).

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Majumdar**

**Faculty Name:** Majumdar, Arun  
**Department:** Mechanical Engineering & Material Sciences and Engineering  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., UC Berkeley, Mechanical Engineering, 1989  
 M.S., Indian Institute of Technology, Mechanical Engineering, 1985

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Almy and Agnes Mynard Chair Professorship, College of Engineering, UC Berkeley  
 Director, Berkeley Nanosciences and Nanoengineering Institute  
 Member, Nanotechnology Technical Advisory Group, President's Council of Advisors on Science and Technology

**Courses Taught:**

**Research and Training Specialization:** Mechanics, Transport in Nanostructured Materials, Phonon Dynamics, Transport in Low-Dimensional Materials, Materials and Devices for Thermoelectric Energy Conversion, Transport and Reactions in Confined Liquids (Nanofluidics), Chemomechanics of Small and Macromolecules with Applications in Chemistry/Biosensing, Nanoscale Imaging

**Overseas Experience:**

**Recent Recognitions/Awards:**

Fellow, ASME and AAAS  
 Member, US National Academy of Engineering  
 Editorial Board Member, International journal of Heat and Mass Transfer, Molecular and Cellular Biomechanics  
 Editor in Chief, Micro/Nanoscale Thermophysical Engineering

**Recent Publications:** [30]

Cahill, David G., et al. "Nanoscale thermal transport. II. 2003–2012." *Applied Physics Reviews* 1.1 (2014): 011305.  
 Ravichandran, Jayakanth, et al. "Crossover from incoherent to coherent phonon scattering in epitaxial oxide superlattices." *Nature materials* 13.2 (2014): 168.  
 Majumdar, Arun K. *Advanced Free Space Optics (FSO): A Systems Approach*. Vol. 186. Springer, 2014.

**Malik**

**Faculty Name:** Malik, Adnan  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Urdu-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 M.A., University of Chicago, Sociology, 2003  
 B.A., Ohio Wesleyan, Sociology

**Title:** Librarian  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Curator and Cataloger of South Asian Collections, University of California, Berkeley  
 Curator and Cataloger of South Asian Collections, Cornell University

**Courses Taught:** n/a

**Research and Training Specialization:**

**Overseas Experience:** Pakistan

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

### Malik

**Faculty Name:** Malik, Jitendra  
**Department:** Electrical Engineering and  
 Computer Science & Vision Science & Cognitive  
 Science & Bioengineering  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Stanford University, Computer Science,  
 1985  
 B.S., Indian Institute of Technology, 1980

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Arthur J. Chick Professor, Department of Electrical  
 Engineering and Computer Science, UC Berkeley  
 Visiting Research Scientist, Google, 2015-2016  
 Member, Committee on Budget and  
 Interdepartmental Relations, 2013-2014

**Courses Taught:** 2

**Research and Training Specialization:** Artificial Intelligence (AI), Biosystems & Computational Biology (BIO),  
 Control, Intelligent Systems, and Robotics (CIR), Graphics (GR), Human-Computer Interaction  
 (HCI), Signal Processing (SP)

**Overseas Experience:** India, UK, Zurich, Switzerland

**Recent Recognitions/Awards:**

ACM-AAAI Allen Newell Award, 2016

National Academy of Sciences, 2015

King-Sun Fu Prize of the International Association of Pattern Recognition, 2014

**Recent Publications:** [15]

J. Malik: Technical Perspective: What led computer vision to deep learning? Commun. ACM  
 60(6): 82-83, 2017.

B. Hariharan, P. Arbelaez, R. Girshick, J. Malik: Object Instance Segmentation and Fine-  
 Grained Localization Using Hypercolumns, IEEE Trans. Pattern Anal. Mach. Intell. 39(4): 719-  
 731, 2017.

S. Tulsiani\*, A.Kar\*, J. Carreira, J. Malik: Learning Category-Specific Deformable 3D Models  
 for Object Reconstruction, IEEE Trans. Pattern Anal. Mach. Intell. 39(4):627- 639., 2017.

### Mason

**Faculty Name:** Mason, Carl N  
**Department:** History & Demography  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., UC Berkeley, Economics  
 M.A., UC Berkeley, Operations Research

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Director, Demography Lab, UC Berkeley

**Courses Taught:** 1

**Research and Training Specialization:** American Immigration

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [1]

Mason, Carl N., and Timothy Miller. "International projections of age specific healthcare  
 consumption: 2015–2060." *The Journal of the Economics of Ageing* (2017).

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working  
 Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or  
 Bilingual Proficiency

**Mavroudi**

**Faculty Name:** Mavroudi, Maria

**Department:** History

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Harvard University, 1998

M.A., Harvard University, 1992

B.A., University of Thessaloniki, 1990

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 4

**Research and Training Specialization:** Byzantium and the Arabs; Bilinguals in the Middle Ages; Byzantine and Islamic Science; the Ancient Tradition between Byzantium and Islam; Byzantine Intellectual History; Survival and Transformation of Byzantine Culture after 1453

**Overseas Experience:** Greece

**Recent Recognitions/Awards:**

**Recent Publications:**

Mavroudi, Maria. *Bilingualism in Greek and Arabic: Evidence from the Manuscripts* (in preparation).

Mavroudi, Maria. "Translations from Greek into Arabic and Latin during the Middle Ages: Searching for the Classical Tradition" *Speculum* 90:1 (January 2015). In press.

Mavroudi, Maria. "Ελληνική φιλοσοφία στην αυλή του Μωάμεθ Β΄," ["Greek Philosophy at the Court of Mehmet II"], *Byzantina* 33 (2014). In press.

**Meeusen**

**Faculty Name:** Meeusen, Pauline White

**Department:** Law

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., UC Berkeley

J.D., UC Berkeley

M.A., University of Chicago

B.A., Wellesley College

**Title:** Graduate Student

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:**

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Mehendale**

**Faculty Name:** Mehendale, Sanjyot  
**Department:** Near Eastern Studies & Buddhist Studies  
**Language Competency:** English-5; Persian-5; French-5; Dutch-5  
**Instructional Content Area Expertise Represented as a Percentage:** 25  
**Education:**  
Ph.D., UC Berkeley, 1997  
B.A., University of Amsterdam, 1986

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Affiliate, Institute of East Asian Studies

**Courses Taught:** 2

**Research and Training Specialization:** Central Asia, Archaeology of the Silk Route, Early Central Asian Cultures  
Archaeology of Daily Life  
**Overseas Experience:** Uzbekistan, France, Sri Lanka, Armenia  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Mena**

**Faculty Name:** Mena, Carlos  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Tamil-3  
**Instructional Content Area Expertise Represented as a Percentage:** 100  
**Education:**

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Metcalf**

**Faculty Name:** Metcalf, Thomas

**Department:** History

**Language Competency:** English-5; Hindi-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., Harvard University

M.A., Cambridge University

B.A., Cambridge University

**Title:** Professor Emeritus

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

**Courses Taught:**

**Research and Training Specialization:** India as an Imperial Center, Indian Ocean Region in the 19<sup>th</sup> Century

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:**

**Minh-ha**

**Faculty Name:** Minha-ha, Trinh T.

**Department:** Rhetoric & Gender and Women's Studies

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Illinois

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught: 1**

**Research and Training Specialization:** Postcolonial Theory, Film Theory and (De)Aesthetics French Cinema, Third Cinema, Avant-Garde Cinema Documentary, Ideology and Film, Film and Video Production, Feminist Theory, Social, Art and Literary Theory, Continental Philosophy, Eastern Philosophy, Music Composition, Ethnomusicology, Cultural Anthropology, Visual Culture, Cultural Politics, African Studies

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [1]

Minha-ha, Trinh T. *Lovecidal: Walking with the Disappeared*. Fordham University Press, 2016

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Mostafa**

**Faculty Name:** Mostafa, Heba

**Department:** History of Art

**Language Competency:** English-5; Arabic-5;  
French-3

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Cambridge, Architecture, 2012

M.A., American University in Cairo, 2006

B.Sc., Cairo University, 2001

**Title:** Visiting Assistant Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Sultan Post-Doctoral Teaching Fellow, UC

Berkeley

Affiliate, Center for Middle Eastern Studies, UC

Berkeley

**Courses Taught:** 3

**Research and Training Specialization:** History of Islamic Art, Architecture, and Urbanism

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Mukherjee**

**Faculty Name:** Mukherjee, Bharati

**Department:** English

**Language Competency:** English-5; Bengali-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 33

**Education:**

Ph.D., University of Iowa

M.A., Baroda, 1961

**Title:** Professor Emerita

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Post-Colonial Anglophone Fiction, Asian American Fiction, Autobiographical Narratives, Memoirs, American Culture, Immigration History, Re-formation and Nationhood in the 90s, Multiculturalism vs “Mongrelization”, Fiction Writing, Autobiography Writing, Form and Theory of Fiction

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Nambiar**

**Faculty Name:** Nambiar, Aparna  
**Department:** Theater, Dance and Performance Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise Represented as a Percentage:** 50  
**Education:**  
 M.A., University of Warwick, International Performance Research  
 M.A., University of Amsterdam, Theatre Studies  
 B.S., National University of Singapore, Life Science

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Indian Classical Dancer, Genesis and Evolution of Minority Indian Performance Practices in Singapore, Ongoing Negotiations of Singaporean Identity, Diaspora Studies  
**Overseas Experience:** Singapore  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Nanda**

**Faculty Name:** Nanda, Aparajita  
**Department:** African American Studies  
**Language Competency:**  
**Instructional Content Area Expertise Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Jadavpur University, English

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Visiting Associate Professorship, Departments of English & African American Studies, UC Berkeley

**Courses Taught:** 3

**Research and Training Specialization:** African American Literature, Postcolonial Studies  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
 Fulbright Faculty teaching Scholarship  
 Associate Managing Editor, *Journal of Transnational American Studies*  
**Recent Publications:** [2]

*Ethnic Literatures and Transnationalism: Critical Imaginaries of a Global Age*, Ed. Aparajita Nanda, New York: Routledge(2014).  
 “Black Frontier” *Cambridge History of California Literature*, ed Blake Allmendinger, Cambridge: Cambridge University Press (forthcoming).

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Naseemullah**

**Faculty Name:** Naseemullah, Adnan

**Department:** Political Science

**Language Competency:**

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D. UC Berkeley, Political Science, 2010

M.A. UC Berkeley, Political Science, 2004

B.A., Swarthmore University, Political Science and Economics, 2002

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

Lecturer, International Relations and South Asia, King's College London

**Courses Taught:** 1

**Research and Training Specialization:** Comparative Industrialization, State Capacity, State Formation, Political Order, Indian Subcontinent

**Overseas Experience:**

**Recent Recognitions/Awards:**

Scharf Fellow, Political Economy, Department of Political Science, Johns Hopkins University 2013-2014

**Recent Publications:** [9]

Naseemullah, Adnan. *Development after Statism*. Vol. 3. Cambridge University Press, 2016.

Naseemullah, Adnan, and Paul Staniland. "Indirect rule and varieties of governance." *Governance* 29.1 (2016): 13-30.

Naseemullah, Adnan. "Riots and rebellion: State, society and the geography of conflict in India." *Political Geography* (2017).

**Natarajan**

**Faculty Name:** Natarajan, Radhikha A

**Department:** History

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

**Title:** Graduate Student

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:**

**Research and Training Specialization:** British Imperial and Colonial History (1600-), International History, British History, 20<sup>th</sup> Century

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Niebel**

**Faculty Name:** Niebel, Annabelle  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Sanskrit-3;  
Hindi-3; Tamil-3  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience**

**Courses Taught:** 1

**Research and Training Specialization:** Religion, Bhakti, Devotionalism, Comparative Studies between Bhakti Movements in South Asia

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Obrock**

**Faculty Name:** Obrock, Luther  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Genesis of 12<sup>th</sup> Century Sanskrit Historical Text, Sanskrit Literature and Literary theory, Kashmiri Intellectual Culture, Historiography, Indo-Persian

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Pai**

**Faculty Name:** Pai, Gita V  
**Department:** South and Southeast Asian Studies  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., UC Berkeley, South and Southeast Asian Studies  
M.A., UC Berkeley, South and Southeast Asian Studies

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Indian and South Asian History, Literary, Artistic, and Political Cultures of South Asia

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Paramasivan**

**Faculty Name:** Paramasivan, Vasudha  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., UC Berkeley, South and Southeast Asian Studies, 2010  
B.A., Mount Holyoke College, Economics, 1999

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 8

**Research and Training Specialization:** Early Modern and Modern Literary Cultures of North India

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Parikh**

**Faculty Name:** Parikh, Tapan S.

**Department:** School of Information

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Washington, Computer Science, 2007

M.S., University of Washington, Computer Science, 1999

B.Sc., Brown University, Molecular Modeling, 1996

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Adjunct Associate Professor, School of Information, UC Berkeley

Associate Professor, Cornell Tech, 2016-present

**Courses Taught:** 3

**Research and Training Specialization:** Human-Computer Interaction (HCI), Information and Communication Technologies for Development (ICTD), Computer Science Education, Learning Sciences, Educational Technology, Agriculture, Governance, Financial Services, Health

**Overseas Experience:**

**Recent Recognitions/Awards:**

Sloan Fellowship, 2014

**Recent Publications:** [1]

Kurtis Heimerl, Shaddi Hasan, Kashif Ali, Eric Brewer and Tapan Parikh, A Longitudinal Study of Local, Sustainable, Small-Scale Cellular Networks, Information Technologies and International Development (ITID), Vol. 11, No. 1, May 2015

**Palau**

**Faculty Name:** Palau, Karina R.

**Department:** Comparative Literature

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., UC Berkeley, Comparative Literature

**Title:** Research Coordinator

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

McNair Research Coordinator, 2016-present

**Courses Taught:** 1

**Research and Training Specialization:** Americas, Spanish, English, Portuguese Languages

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Patel**

**Faculty Name:** Patel, Nipam  
**Department:** Molecular and Cell Biology  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 5  
**Academic Experience:**  
 Director, Marine Biological Laboratory, University of Chicago  
 Co-chair, Department of Molecular and Cell Biology, UC Berkeley  
 William V. Power Chair, Biology Professor of Genetics, genomics, and Development

**Courses Taught:**

**Research and Training Specialization:** Evolution of Development Mechanisms, Genes that Regulate Segmentation and Regionalization of the Body Plan

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications: [10]**

Bruce, Heather, Nipam Patel. 2018. Insect wings and body wall evolved from ancient leg segments. bioRxiv 244541  
 Anyi Mazo-Vargas, Concha C, Livraghi L, Massardo D, Wallbank RWR, Zhang L, Papador JD, Martinez-Najera D, Jiggins CD, Kronforst MR, Breuker CJ, Reed RD, Patel NH, McMillan WO, Martin A. (2017) Macroevoolutionary shifts of WntA function potentiate butterfly wing-pattern diversity. PNAS, 114 (40) 10701-10706.

**Paul**

**Faculty Name:** Paul, Abhijeet  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Bengali-5; Bhojpuri-5; Hindi-4; Marwari-2; Maithili-2  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 Ph.D., Calcutta University, 2003  
 Ph.D., The Open University, 2001-2005  
 M.A., Calcutta University, 1993  
 B.A., St. Xavier's College, 1990

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:** American Literature, Postmodernism, South Asian Literature, Colonialism, Modernity, Indian Partition

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications: [6]**

2018. 'Radhakamal Mukherjee,' Part One: Social Theorizing in Contemporary India: Genealogies of Thinking," Social Theorizing in Contemporary India: Critique, Creativity, Transformations and Planetary Realizations (Palgrave Macmillan, forthcoming)  
 'Benoy Ghosh,' Part One: Social Theorizing in Contemporary India: Genealogies of Thinking," Social Theorizing in Contemporary India: Critique, Creativity, Transformations and Planetary Realizations (Palgrave Macmillan, forthcoming)

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Perez**

**Faculty Name:** Perez, Laura E.

**Department:** Ethnic Studies

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Harvard University, Romance Languages & Literatures

M.A./B.A., University of Chicago

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Post-sixties U.S. Latina/o Literary, Visual, and Performance Arts, U.S. Women of Color Feminist and Queer Thought, Decolonial Spiritualities, Decolonial Aesthetics

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

"Writing With Crooked Lines," *Fleshing the Spirit. Spirituality and Activism in Chicana, Latina, and Indigenous Women's Lives*, edited by Elisa Facio and Irene Lara (University of Arizona Press, 2014).

"The Inviolable Erotic in the Paintings of Liliana Wilson," in *Ofrenda/Offerings: Liliana Wilson's Art of Dissidence and Dreams*, ed. by Norma Cantu and Liliana Wilson (2014).

**Rajulu**

**Faculty Name:** Rajulu, Bharathy Sankara

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5; Tamil-5; Telugu-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., Madurai Kamaraj University, 1988

M.Phil., Madurai Kamaraj University, 1982

M.A., Madurai Kamaraj University, 1981

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:**

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 5

**Research and Training Specialization:**

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Ram**

**Faculty Name:** Ram, Harsha  
**Department:** Comparative Literature & Slavic Languages and Literatures  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D. , Yale University , Comparative Literature  
 M.Phil., Yale University, Comparative Literature  
 B.A., University of Sydney, Italian  
 B.A., University of New South Wales, Russian

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** 2  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Russian and Comparative European Romanticism and Modernism, Russian and European Avant-Garde, Russian European, Near Eastern, and South Asian Poetic traditions, Italian Literature, Indian Literature, Georgian Literature and History, theories of World Literature, Literary Theory, Comparative Poetics, Genre Theory, and Literary History

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

“Spatializing the Sign: The Futurist Eurasianism of Roman Jakobson and Velimir Khlebnikov.”  
 Facets of Eurasianism. Eds. Marlène Laruelle, Sergey Glebov and Mark Bassin  
 Ram, Harsha. "Introducing Georgian Modernism;" "Decadent Nationalism, 'Peripheral'  
 Modernism: The Georgian Literary Manifesto between Symbolism and the Avant-garde,"  
 Cluster on Georgian Modernism including two manifestos by P'aolo Iashvili and T'itsian  
 T'abidze, translated by Shota Papava and Harsha Ram, annotated by Harsha Ram.  
*Modernism/Modernity*, 2014.

**Randhawa**

**Faculty Name:** Randhawa, Karen Bhango  
**Department:** International & Area Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., George Mason University, Conflict Analysis and Resolution  
 M.A., University of Victoria, Sociology and Dispute Resolution  
 B.A., University of Victoria, Political Science

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Conflict Resolution

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Ranganathan**

**Faculty Name:** Ranganathan, Aditya  
**Department:** Big Ideas  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:**  
**Education:**

**Title:** Public Education Specialist  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1  
**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:**

**Ray**

**Faculty Name:** Ray, Isha  
**Department:** Energy and Resources Group & Geography  
**Language Competency:** English-5; Bengali-5; Hindi-3; French-1  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 66  
**Education:**  
 Ph.D., Food Research Institute, Stanford University, 1997  
 M.A., Stanford University, Food Research Institute, 1985  
 B.A., Oxford University, Philosophy, Politics, and Economics

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** 6  
**Academic Experience:**  
 Co-Director, Berkeley Water Center, UC Berkeley  
 Affiliate, UC Berkeley-UC San Francisco Joint Medical Program  
 Affiliate, Institute for South Asia Studies

**Courses Taught:** 11  
**Research and Training Specialization:** Water and Development, Gender, Water and Sanitation, Technology and Development  
**Overseas Experience:** India, Sri Lanka  
**Recent Recognitions/Awards:**  
 Member, National Rural Water and Sanitation Standing Committee, China, 2016-present  
 Co-Chair, Expert Group Meeting, *Women's Empowerment and Sustainable Development*, UN Women, 2015-2016  
 Speaker, Expert Group Meeting *World Survey on Women in Development*, UN Women Economic Advisory Panel, California Air Resources Board, 2013-2014  
**Recent Publications:** [14]

Zachary Burt, Ayşe Ercümen, Narayana Billava & Isha Ray (2018). From intermittent to continuous service: Costs, benefits, equity and sustainability of water system reforms in Hubli Dharwad, India. *World Development*, 109: 121 – 133. DOI: <https://doi.org/10.1016/j.worlddev.2018.04.011>  
 Tanu Kumar, Alison E. Post & Isha Ray (2018). Flows, leaks and blockages in informational interventions: A field experimental study of Bangalore's water sector. *World Development*, 106: 149 – 160. DOI: <https://doi.org/10.1016/j.worlddev.2018.01.022>  
 Fermin Reygadas, Joshua Gruber, Lindsay Dreizler, Kara Nelson & Isha Ray (2018). Measuring user compliance and cost-effectiveness of safe drinking water programs: A cluster-randomized - 3- study of household UV disinfection in rural Mexico. *American Journal of Tropical Medicine and Hygiene*. DOI: 10.4269/ajtmh.17-0440

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Ray**

**Faculty Name:** Ray, Sugata

**Department:** History of Art

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 50

**Education:**

Ph.D., University of Minnesota, 2012

M.Phil., Centre for Studies in Social Sciences, 2003

M.A., Maharaja Sayajirao University of Baroda, 2002

B.A., University of Calcutta, 2000

**Title:** Assistant Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Affiliated, Institute for South Asia Studies, UC Berkeley

**Courses Taught:** 7

**Research and Training Specialization:** Environmental Thinking in Islamate South Asia, Function of Early Modern Non-European Taxonomies and Knowledge Systems in Shaping Art History and Museum Practices

**Overseas Experience:**

**Recent Recognitions/Awards:**

Margaret B. Ševčenko Prize in Islamic Art and Culture, Historians of Islamic Art Association, 2015

Assistant Professor Fellowship, Townsend Center for the Humanities, UC Berkeley, 2015–2016

Postdoctoral Fellow, Forum Transregionale Studien, Wissenschaftskolleg zu Berlin, 2013–2014

**Recent Publications:** [12]

Ray, Sugata. Geoethetics in the Little Ice Age: Sensorium, Sacrament, and Artistic Cultures in Braj, ca. 1550–1850 (in progress)

Ecologies, Aesthetics, and Histories of Art, edited by Hannah Baader, Sugata Ray, and Gerhard Wolf (in preparation; anticipated date of publication Fall 2017)

**Ray**

**Faculty Name:** Ray, Raka

**Department:** Sociology & South and Southeast Asian Studies

**Language Competency:** English-5; Bengali5; Hindi-3

**Instructional Content Area Expertise**

**Represented as a Percentage:** 33

**Education:**

Ph.D., University of Wisconsin, 1993

M.S., Sociology, University of Wisconsin, 1987

B.A., Sociology, Bryn Mawr College, 1985

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 6

**Academic Experience:**

Chair, Department of Sociology, 2012–2015

**Courses Taught:** 11

**Research and Training Specialization:** Gender and Feminist Theory, Postcolonial Sociology, emerging Middle Classes

**Overseas Experience:** India

**Recent Recognitions/Awards:**

Member, SSRC-IDRF Selection Committee, 2015–2017

Member, Book Award Committee, Transnational Section, American Sociological Association, 2012–present

**Recent Publications:** [7]

Andrews, Abigail, Carlson, Jennifer and Raka Ray (eds). The Social Life of Gender: From Analysis to Critique (Sage: forthcoming)

Ray, Raka (forthcoming). “Postcoloniality and the Sociology of Gender” *Sociology and Gender Theory* (Raewyn Connell et al, eds.) under contract with NYU Press

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Reimer**

**Faculty Name:** Reimer, Jeffrey A  
**Department:** Chemical and Biomolecular Engineering  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Engineering, California Institute for Technology  
 B.S., Engineering, UC Santa Barbara

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 6  
**Academic Experience:**  
 Chair, Chemical and Biomolecular Engineering, UC Berkeley  
 Warrend and Katharine Schlinger Distinguished Professor in Chemical Engineering, UC Berkeley  
 C. Judson King Professor in Chemical and Biomolecular Engineering, UC Berkeley

**Courses Taught:**

**Research and Training Specialization:** Environmental Protection, Human Sustainability, Materials Chemistry, Physics, and Engineering

**Overseas Experience:****Recent Recognitions/Awards:**

Humboldt Research Award, 2015-2016  
 Fellow, American Association for the Advancement of Science  
 Fellow, American Physical Society in the Division of Materials Physics  
 Chair, Governing Board for the Council for Chemical Research, 2015

**Recent Publications:** [22]

“NMR Spectroscopy Reveals Adsorbate Binding Sites in the Metal-Organic Framework UiO-66(Zr),” Aditya Nandy, Alexander C. Forse, Velencia J. Witherspoon, and Jeffrey A. Reimer, The Journal of Physical Chemistry C 2018 122(15) 8295.  
 “Carbon capture and storage (CCS): the way forward,” (review) Mai Bui, Claire S. Adjiman, Andre Bardow, Edward J. Anthony, Andy Boston, Solomon Brown, Paul S. Fennell, Sabine Fuss, Amparo Galindo, Leigh A. Hackett, Jason P. Hallett, Howard J. Herzog, George Jackson, Jasmin Kemper, Samuel Krevor, Geoffrey C. Maitland, Michael Matuszewski, Ian S. Metcalfe, Camille Petit, Graeme Puxty, Jeffrey Reimer, David M. Reiner, Edward S. Rubin, Stuart A. Scott, Nilay Shah, Berend Smit, J. P. Martin Trusler, Paul Webley, Jennifer Wilcox and Niall Mac Dowell, Energy & Environmental Science DOI: 10.1039/c7ee02342a 2018.

**Reinhard**

**Faculty Name:** Reinhard, Rachel B  
**Department:** History-Social Science Project  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph. D., UC Berkeley, History, 2005  
 M.A., UC Berkeley, History, 2000  
 B.A., Barnard College, American Studies, 1996

**Title:** Project Director  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:**

**Research and Training Specialization:** United States History

**Overseas Experience:****Recent Recognitions/Awards:****Recent Publications:**

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Rejhon**

**Faculty Name:** Rejhon, Annalee C  
**Department:** Comparative Literature & Celtic Studies  
**Language Competency:** English-5; French-5  
**Instructional Content Area Expertise Represented as a Percentage:** 25  
**Education:**  
Ph.D. UC Berkeley, 1979

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 4

**Research and Training Specialization:** Medieval French Epic and Romance, Medieval French Epics Preserved in Middle Welsh, Indo-European Mythology

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Romm**

**Faculty Name:** Romm, Jeffrey M.  
**Department:** Environmental Science, Policy, and Management  
**Language Competency:** English-5; Hindi-4; Nepali-3; Spanish-3; Thai-3  
**Instructional Content Area Expertise Represented as a Percentage:** 66  
**Education:**  
Ph.D., Cornell University, 1970  
M.S., Cornell University, 1968  
B.S., University of California, 1964

**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 14  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Natural Resource and Environmental Policy

**Overseas Experience:** India, Samoa, Philippines, Nepal, Bangladesh, Thailand, China, Vietnam, Sri Lanka

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Ronis**

**Faculty Name:** Ronis, Jann M  
**Department:** Buddhist Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D. University of Virginia, 2009

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 5

**Research and Training Specialization:** Religion, Tibetan Studies, Sinology, and the Tibetan and Chinese Languages

**Overseas Experience:** Tibet

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Roy**

**Faculty Name:** Roy, Ananya  
**Department:** City and Regional Planning  
**Language Competency:** English-5; Bengali-5; Gujarati-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., UC Berkeley, 1999  
M.A., UC Berkeley, 1994  
B.A., Mills College, 1992

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Distinguished Chair, Blum Center, Global Poverty and Practice, UC Berkeley, 2011

**Courses Taught:** 5

**Research and Training Specialization:** Analysis of Urban Poverty in the Global South, Investigation of New Frontiers of Capital Accumulation, Examination of New Formations of Global Urbanism, Feminist and Ethnographic Methodologies, Post-colonial Feminism

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Roychowdhury**

**Faculty Name:** Roychowdhury, Jaijeet Shankar

**Department:** Electrical Engineering and  
Computer Science

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D. UC Berkeley 1993

B.S., Institute of Technology, Electrical  
Engineering, 1987

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 1

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Analysis, Simulation, Design, and Architecture of Electronic, Biological and Nanoscale Systems

**Overseas Experience:** India

**Recent Recognitions/Awards:**

Fellow, IEEE

**Recent Publications:** [22]

T. Wang and J. Roychowdhury, "Rigorous Q Factor Formulation and Characterization for Nonlinear Oscillators," arXiv, vol. 1710, no. 02015, Oct. 2017.

T. Wang and J. Roychowdhury, "Oscillator-based Ising Machines," arXiv, vol. 1709, no. 08102, Oct. 2017.

T. Wang and J. Roychowdhury, "Well-Posed Models of Memristive Devices," arXiv, vol. 1605, no. 04897, May 2016.

**Saha**

**Faculty Name:** Saha, Poulomi

**Department:** English

**Language Competency:** English-5; Bengali-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Pennsylvania

B.A., Mount Holyoke College

**Title:** Assistant Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

**Courses Taught:** 3

**Research and Training Specialization:** Decline of British Colonial Rule, American Global Power 20<sup>th</sup> Century, Postcolonial Studies, Ethnic American Literature, Gender and Sexuality Theory

**Overseas Experience:**

**Recent Recognitions/Awards:**

Helen Tartar First Book Subvention Prize by the American Comparative Literature Association, 2017

**Recent Publications:**

Saha, Poulomi. *An Empire of Touch: Feminine Political Labor & The Fabrication of East Bengal, 1905-2015*. (In progress)

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Sanders**

**Faculty Name:** Sanders, Jerry W

**Department:** Sociology

**Language Competency:** English-5; Spanish-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., UC Berkeley, 1980

M.A., New School for Social Research, 1971

B.A., Arizona State University, 1967

**Title:** Senior Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Cosmopolitan Theory, Globalization and Governance, Global Civil Society, Neo-conservatism in American Political Culture and Foreign Policy

**Overseas Experience:** Mexico, Argentina, Spain, Sweden

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Sandhu**

**Faculty Name:** Sandhu, Jaspal Singh

**Department:** Public Health

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D. UC Berkeley, Design

M.S., MIT, Mechanical Engineering

B.S., MIT, Mechanical Engineering

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Innovation through Design in Public Health and Healthcare, Mobile Phones for Community health

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:**

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Sato**

**Faculty Name:** Sato, Nancy Ellen

**Department:** n/a

**Language Competency:**

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Stanford University

M.A. Stanford University

B.A. Harvard University, Radcliffe College

**Title:** Curriculum Consultant

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** n/a

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Sawhney**

**Faculty Name:** Sawhney, Simona

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5; Sanskrit-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** South Asian Literature, Sanskrit Literature, Post-Colonial Literature and Theory, Literary Theory

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [2]

Sawhney, Simona. "Boatmen, Wastrels, and Demons: Figures of Literature." CounterText 4.1 (2018): 30-56.

Sawhney, Simona. "Religion and Hospitality in the Modern: Thinking with Abdul Bismillah." Exploring Indian Modernities. Springer, Singapore, 2018. 211-230.

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Saxena**

**Faculty Name:** Saxena, Sanchita B  
**Department:** Institute for South Asia Studies  
**Language Competency:** English-5; Bengali-5; Hindi-5; Spanish-2  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
 Ph.D., UCLA, Political Science, 2002  
 M.A., UCLA, Political Science, 1997  
 B.A., UC Davis, Sociology & English

**Title:** Executive Director  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
 Executive Director, Institute for South Asia Studies, UC Berkeley, 2007-present

**Courses Taught:** n/a

**Research and Training Specialization:** Politics of Economic Reform, Private-Public Dialogues, Coalition Building, Roles of NGOs in Development, Local Economic Governance and Decentralization, Business Climate Improvements, International Trade

**Overseas Experience:** India, Bangladesh, Argentina

**Recent Recognitions/Awards:**

U.S. Department of State, BULPIP-AIPS Urdu Training Program, 2013-2018

U.S. Department of Education, National Resource Center and Foreign Language and Area Studies Fellowship Programs- South Asia Studies, 2010-2014

**Recent Publications:** [3]

Saxena, Sanchita B. *Made in Bangladesh, Cambodia, and Sri Lanka: The Labor Behind the Global Garments and Textiles Industries*, New York: Cambria Press, (2014).

Saxena, Sanchita B., and Gowri Vijayakumar. "Thinking about the 21st Century Indian City." *Economic & Political Weekly* 49.11 (2014): 19.

Saxena, Sanchita, and Sonali Campion. "'Workers in the textiles industry are portrayed by the media as victims. I wanted to challenge that narrative'—Sanchita Saxena." *South Asia@LSE* (2015).

**Saxenian**

**Faculty Name:** Saxenian, Anna Lee  
**Department:** School of Information & City and Regional Planning  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., MIT, Political Science, 1989  
 M.C.P., UC Berkeley, City and Regional Planning, 1980  
 B.A., Williams College, Economics, 1976

**Title:** Professor, Dean  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Dean, School of Information, UC Berkeley, 2004-present

**Courses Taught:** 3

**Research and Training Specialization:** Information, City and Regional Planning, Exploration of How "Brain Circulation" by Immigrant Engineers from Silicon Valley has Transferred Tech Entrepreneurship to Emerging Regions in China, India, Taiwan, and Israel

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Scharffenberger**

**Faculty Name:** Scharffenberger, George  
**Department:** Development Practice  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
MPhil, Univ. of Sussex  
B.S., Georgetown University

**Title:** Program Director  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Founding Executive Director, Blum Center for  
Developing Economies, UC Berkeley

**Courses Taught:** 1

**Research and Training Specialization:** Health, Agriculture, Forestry, Biodiversity Conservation, Community Development, Education

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Scheper-Hughes**

**Faculty Name:** Scheper-Hughes, Nancy  
**Department:** Anthropology  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., UC Berkeley, Anthropology, 1976  
B.A., UC Berkeley, Social Science, 1970

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 4  
**Academic Experience:**  
Visiting Professor and Keynote Speaker, University  
of Utrecht, 2015

**Courses Taught:**

**Research and Training Specialization:** Critical Medical Anthropology/Psychiatry, Poverty, Disability Epidemics, Anthropology of Evil, Violence in War and Peace, Invisible Genocides, Cultural Politics of Reproduction, Motherhood, Childhood, Human Trafficking for Organs, Tissues, and Babies, Human Rights and humanitarianism, Death Squads, Crime and Vigilantism, Public and Engaged Anthropology

**Overseas Experience:** Brazil, Ireland, South Africa, Argentina, Cuba, Israel

**Recent Recognitions/Awards:**

Tikkun Award, Tikkun Magazine, Network of Spiritual Progressives, 2016

**Recent Publications:** [28]

2015, *Violence at the Urban Margins*, edited by Javier Auyero, Philippe Bourgois and Nancy Scheper-Hughes. Oxford: Oxford University Press.

2016, "Can Anthropology Save the World? From Xenophobia to Xenophilia"

In *Perspectives: An Open Invitation to Cultural Anthropology*, edited by Rob Borofsky.

*American Anthropological Association* (accepted for publication)

2016, "James X: Rape, Race, and Redemption," *Anthropology Today*, October

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

### Sharf

**Faculty Name:** Sharf, Robert  
**Department:** Buddhist Studies & East Asian Languages and Cultures  
**Language Competency:** English-5  
**Instructional Content Area Expertise Represented as a Percentage:** 50  
**Education:**  
 Ph.D., University of Michigan, Buddhist Studies, 1990  
 M.A., University of Toronto, Chinese Studies, 1981  
 B.A., UC Berkeley, Religious Studies, 1979

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Chair, Center for Buddhist Studies, UC Berkeley  
 D.H. Chen Distinguished Professor of Buddhist Studies, UC Berkeley

### **Courses Taught:** 1

**Research and Training Specialization:** Buddhist Studies, Chinese Buddhism

**Overseas Experience:** Japan

### **Recent Recognitions/Awards:**

Editorial boards of the *Journal of the International Association of Buddhist Studies*, the *Journal for the Study of Chinese Religions*, the *Journal of Religion in Japan*

**Recent Publications:** [0]

### Shastri

**Faculty Name:** Shastri, Shankar  
**Department:** Electrical Engineering and Computer Science & Bioengineering  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise Represented as a Percentage:** 25  
**Education:**  
 Ph.D., UC Berkeley, EECS, 1981  
 B.S. EECS, UC Berkeley, 1979  
 B.Tech., IIT, Electrical Engineering, 1977

**Title:** Professor & Dean  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 60  
**Academic Experience:**  
 Dean, College of Engineering, UC Berkeley, 2007-present  
 Roy W. Carlson Professor of Engineering, UC Berkeley  
 Director, Richard C. Blum Center for Developing Economies, UC Berkeley

### **Courses Taught:**

**Research and Training Specialization:** Artificial Intelligence (AI), Biosystems & Computational Biology (BIO), Control, Intelligent Systems, and Robotics (CIR), Security (SEC)

**Overseas Experience:** India

### **Recent Recognitions/Awards:**

**Recent Publications:** [10]

Wenchao Li, Dorsa Sadigh, S. Shankar Sastry, Sanjit Seshia. Synthesis of Human-in the Loop Systems. Tools and Algorithms for the Construction and Analysis (TACAS 2014)  
 Dorsa Sadigh, Katherine Driggs-Campbell, Alberto Puggelli, Wenchao Li, Victor Shia, Ruzena Bajcsy, Alberto Sangiovanni-Vincentelli, S. Shankar Sastry, Sanjit Seshia. Data Driven Probabilistic Modeling and Verification of Human Driver Behavior. Formal Verification and Modeling in Human-Machine Systems - AAAI Spring Symposium 2014.  
 N. Naikal, P. Lajevardi, and S. S. Sastry. Joint Detection and Recognition of Human Actions in Wireless Surveillance Camera Networks. Robotics and Automation (ICRA), 2014 IEEE International Conference on. Robotics and Automation, 2014.

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Shen**

**Faculty Name:** Shen, Sara  
**Department:** Earth and Planetary Science  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., UCSD, Biological Oceanography  
B.A., UC Berkeley, EPS Marine Science

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1  
**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Shetty**

**Faculty Name:** Shetty, Sudha  
**Department:** Public Policy  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
JD, University of Mumbai

**Title:** Assistant Dean, Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Assistant Dean, International Partnerships and  
Alliances, Goldman School of Public Policy, UC  
Berkeley

**Courses Taught:** 1  
**Research and Training Specialization:** International, Leadership and International Public Policy, Violence  
Against Women, International Child Abduction  
**Overseas Experience:** India, Saudi Arabia  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Singh**

**Faculty Name:** Singh, Jane

**Department:** Ethnic Studies

**Language Competency:** English-5; Punjabi-5;  
Hindi-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., UC Berkeley, South and Southeast Asian  
Studies

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Gender and Generation in Emerging South Asian American Communities,  
Activism and Political Movements in South Asian Diaspora, Historical and Contemporary Race  
and Ethnic Relations in the U.S., Connections between Colonialism, Neocolonialism,  
Globalization, and South Asian Emigration

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Sirasao**

**Faculty Name:** Sirasao, Pranjali

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5; Hindi-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 4

**Research and Training Specialization:** Second Language Acquisition Theory and Practices

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working  
Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or  
Bilingual Proficiency

### Smith

**Faculty Name:** Smith, Allan

**Department:** Public Health

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 50

**Education:**

Ph.D., Epidemiology, University of Otago, 1975

M.D., University of Otago, 1970

**Title:** Professor Emeritus

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Director, Arsenic Health Effects Research Program,  
UC Berkeley

**Courses Taught:** 1

**Research and Training Specialization:** US and International Studies of the Health Effects of Arsenic in Drinking Water, Risk Assessment for Occupational and Environmental Exposures, International Health Studies

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [4]

Bailey K, Smith AH, Tokar E, Graziano J, Kim KW, Navasumrit P, Ruchirawat M, Thiantanawat A, Suk WA, Fry RC. Mechanisms underlying latent disease risk associated with early-life arsenic exposure: current research trends and scientific gaps. *Environ Health Perspect.* 2015 [epub ahead of print]

Steinmaus C, Castriota F, Ferreccio C, Smith AH, Yuan Y, Liaw J, Acevedo J, Pérez L, Meza R, Calcagno S, Uauy R, Smith MT. Obesity and excess weight in early adulthood and high risks of arsenic-related cancer in later life. *Environ Res.* 2015 Aug 21;142:594-601. PubMed PMID: 26301739.

Steinmaus C, Ferreccio C, Yuan Y, Acevedo J, González F, Perez L, Cortés S, Balmes JR, Liaw J, Smith AH. Elevated lung cancer in younger adults and low concentrations of arsenic in water. *Am J Epidemiol.* 2014 Dec 1;180(11):1082-7. PubMed PMID: 25371173; PubMed Central PMCID: PMC4239797

### Snell-Rood

**Faculty Name:** Snell-Rood, Claire

**Department:** Public Health

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of Virginia, Anthropology, 2011

M.A., University of Virginia, Anthropology, 2007

B.A., UC Berkeley, Anthropology, 2004

**Title:** Assistant Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Postdoctoral Scholar, University of Kentucky Dept.  
of Behavioral Science, 2013-15

**Courses Taught:** 3

**Research and Training Specialization:** Social and Cultural Context of Health Behaviors, Gender and Mental Health, Social Inequality, Health Stigma, and Moral Discourses about Health, Implementation Science, Qualitative Methods, Rural U.S. and South Asia

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [8]

Snell-Rood, C. No One will let her live: women's struggle for well-being in a Delhi slum. Berkeley: University of California Press. 2015. (honorable mention for the Eileen Basker Memorial Prize for research on gender and health, 2016)

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Soerensen**

**Faculty Name:** Soerensen, Per  
**Department:** Buddhist Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 66  
**Education:**

**Title:** Visiting Professor  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Numata Visiting Professor, 2017

**Courses Taught:** 1

**Research and Training Specialization:** Tibetan and Himalayan History, Literature, and Culture

**Overseas Experience:** Tibet, Himalayas

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Sood**

**Faculty Name:** Sood, Avani Mehta  
**Department:** Law  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., Princeton University, 2013  
M.A., Princeton University, 2011  
J.D., Yale Law School, 2003  
A.B., Princeton University, 1999

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Experimental Methodologies and Theories of Psychology, How People Make Law and Policy Judgements, Covert Operation of Motivated Cognition in Legal Decision Making

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [6]

Sood, Avani. What's So Special About General Verdicts? Experimental Exploring the Legal and Psychological Implications of Special versus General Verdicts in Criminal Law (work in progress).

Sood, Avani. Cognitive Cleansing: Experimental Psychology and the Exclusionary Rule, 103 GEORGETOWN LAW JOURNAL (forthcoming 2014).

Sood, Avani. Using Empirical Psychology to Inform Courtroom Adjudication – Potential Contributions and Challenges, 130 HARVARD LAW REVIEW FORUM 301 (2017).

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Spagnolo**

**Faculty Name:** Spagnolo, Francesco

**Department:** Music

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D. Hebrew University Jerusalem, Musicology, 2007

Laurea, Università degli Studi di Milano, Italy, 1994

B.A. Conservatory of Milan, Music, 1986

**Title:** Associate Professor

**Tenure Status:** Tenure Eligible

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Curator, The Magnes Collection of Jewish Art and Life, UC Berkeley

Affiliate, Berkeley Center for the Study of

Religion, Institute of European Studies, Religious

Diversity Cluster, UC Berkeley

**Courses Taught:** 4

**Research and Training Specialization:** Jewish Studies, Music, and Digital Media

**Overseas Experience:** Israel, Italy

**Recent Recognitions/Awards:**

**Recent Publications:** [5]

Editor, The Musical Traditions of the Jews in Corfu, Greece, "Anthology of Musical Traditions in Israel," The Jewish Music Research Centre, The Hebrew University of Jerusalem (in preparation)

Editor (with Judah Cohen and Klára Móricz), Journal of Jewish Identities. Special Issue on Jewish Music, 10/1 (January 2017), The Johns Hopkins University Press

"The Bimah & The Stage: Synagogue Music and Cultural Production in the Italian Ghettos" in Donatella Calabi ed. *Venice, The Jews, and Europe 1516-2016*, Marsilio, Venice 2016: 264-269

**Sparham**

**Faculty Name:** Sparham, Gareth

**Department:** Buddhist Studies

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of British Columbia, 1989

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Tibetan Language, Buddhist Dialectics

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Srinivasan**

**Faculty Name:** Srinivasan, Janaki  
**Department:** School of Information  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., UC Berkeley, 2011

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Use of Information and Computer Technologies for Development, How Rural Computer Centers Work in India

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Srivastava**

**Faculty Name:** Srivastava, Sameer B.  
**Department:** Haas School of Business  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 PhD, Harvard University, Organizational Behavior/Sociology  
 A.M., Harvard University, MBA, Harvard Business School  
 M.B.A., Harvard Business School  
 A.B., Harvard College

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
 Harold Furst Chair, Management Philosophy and Values, Haas School of Business, UC Berkeley  
 Affiliate, Department of Sociology, UC Berkeley

**Courses Taught:**

**Research and Training Specialization:** Complex Interactions Among Culture of Social Groups, Cognition of Individuals, Connections People Forge Within and Across Groups

**Overseas Experience:**

**Recent Recognitions/Awards:**

Fisher Center for Business Analytics Research Award, Haas School of Business, UC Berkeley, 2017  
 Best Paper Award, Research Paper Competition, Wharton People Analytics Conference, 2015 & 2016  
 Best Paper Award, Kellogg Computational Social Science Summit, 2015

**Recent Publications:**

Srivastava, Sameer B., Amir Goldberg, V. Govind Manian, and Christopher Potts. 2018. "Enculturation Trajectories: Language, Cultural Adaptation, and Individual Outcomes in Organizations." *Management Science* 64(3): 1348-1364.  
 Doyle, Gabriel, Amir Goldberg, Sameer B. Srivastava, and Michael C. Frank. 2017. "Alignment at Work: Using Language to Distinguish the Internalization and Self-Regulation Components of Cultural Fit in Organizations." In *Proceedings of the 55th Annual Meeting of the Association for Computational Linguistics*.  
 Goldberg, Amir, Sameer B. Srivastava, V. Govind Manian, William Monroe, and Christopher Potts. 2016. "Fitting In or Standing Out? The Tradeoffs of Structural and Cultural Embeddedness." *American Sociological Review* 81(6): 1190-1222.

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Sunkari**

**Faculty Name:** Sunkari, Hephzibah  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Telugu-5;  
Hindi-4; Sanskrit-4; Hebrew-3; Greek-3  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., University of Madras, Telugu, 1997  
M.Phil., University of Madras, Telugu, 1997  
M.A., Nagarjuna University, Telugu Language and  
Literature, 1990

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1  
**Research and Training Specialization:** Telugu Language  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Tackett**

**Faculty Name:** Tackett, Nicholas  
**Department:** History  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., Columbia University, 2006  
M.A., Columbia University, 2002  
B.S., Stanford University, 1998

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 1  
**Research and Training Specialization:** Chinese Elite Society (9th to 11th Century), Late Tang Capital Cities,  
Song-Liao Border During the 11th century, Death and Death Rituals  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
James Henry Breasted Prize, 2015  
ACLS Digital Innovation Fellowship, 2014-2015  
**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working  
Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or  
Bilingual Proficiency

**Tait**

**Faculty Name:** Tait, Vanessa  
**Department:** South and Southeast Asia Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
Ph.D., UCSC, Sociology, 2000  
M.A., UCSC, Sociology, 1992  
B.A., UCSC, Political Science

**Title:** Specialist and Curatorial Assistant  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
South Asia Reference Specialist and Curatorial  
Assistant, South and Southeast Asia Library, UC  
Berkeley, 1988-present  
Archival Researcher, UC Berkeley

**Courses Taught:** n/a  
**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Talwalker**

**Faculty Name:** Talwalker, Clare  
**Department:** International and Area Studies  
**Language Competency:** English-5; Hindi-4;  
Marathi-4; Gujarati-1  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., Duke University, 2000  
B.A., Dartmouth College, 1990

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 9  
**Research and Training Specialization:** Cultural Anthropology, Critical Theory, Anthropology of south Asia,  
Colonial and Postcolonial Studies, History and Anthropology, Capitalism and Globalization, Urban Public Culture,  
Marathi Literary/Public Sphere  
**Overseas Experience:** India  
**Recent Recognitions/Awards:**  
**Recent Publications:** [1]  
Roy, Ananya, et al. *Encountering poverty: Thinking and acting in an unequal world*. Vol. 2.  
Univ of California Press, 2016.

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working  
Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or  
Bilingual Proficiency

**Tan**

**Faculty Name:** Tan, Jenny  
**Department:** Comparative Literature  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 1  
**Research and Training Specialization:** French Arthurian Romance  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Tiwon**

**Faculty Name:** Tiwon, Sylvia  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., UC Berkeley, South and Southeast Asian Studies, 1985  
M.A., Stanford University, English, 1978  
B.A., (Sarjana Sastra), University of Indonesia, 1976

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Affiliated, Department of Gender and Women's Studies, Department of German, Dutch Studies, UC Berkeley

**Courses Taught:** 1  
**Research and Training Specialization:** Literature, Gender, Oral, and Cultural studies of Southeast Asia, Indonesia, National and Pre-national Literatures, Oral Discourse and Mythologies, Socio-cultural Formations at National and Sub-national Levels  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
Member, Board of Education of the Indonesian Society for Social transformation  
**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Tomlins**

**Faculty Name:** Tomlins, Christopher

**Department:** Law

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Johns Hopkins, History, 1981

M.A., Johns Hopkins, History, 1977

M.A., Oxford University, Politics, Philosophy,  
Economics, 1977

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:**

**Academic Experience:**

Elizabeth J. Boalt Professor of Law, UC Berkeley

Affiliated, Program in Critical Theory, UC  
Berkeley

Affiliated Research Professor, American Bar  
Foundation, Chicago

**Courses Taught:** 1

**Research and Training Specialization:** American Law, Slavery

**Overseas Experience:**

**Recent Recognitions/Awards:**

Honorary Fellow of the American Society for Legal History, 2016

**Recent Publications:** [29]

*Oxford Handbook of Historical Legal Research* (New York, Oxford University Press, in progress) [Editor, with Markus Dubber]

*Searching for Contemporary Legal Thought* (Cambridge and New York: Cambridge University Press, in press) [Editor, with Justin Desautels-Stein]

“Marxist Legal History,” for Markus Dubber and Christopher Tomlins, editors, *The Oxford Handbook of Historical Legal Research* [in progress].

**Tompkins**

**Faculty Name:** Tompkins, Christopher

**Department:** South and Southeast Asian Studies

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 100

**Education:**

Ph.D., UC Berkeley

**Title:** Graduate Student

**Tenure Status:** n/a

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Comparative Study of Yoga and Conceptions of Yoga Philosophy

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Ubhi**

**Faculty Name:** Ubhi, Upkar Kaur  
**Department:** South and Southeast Asian studies  
**Language Competency:** English-5; Punjabi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100

**Education:**

M.A., London University, Architecture, 1996

B.A., London University, 1982

**Title:** Lecturer

**Tenure Status:** lecturer

**Language Pedagogy:**

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 6

**Research and Training Specialization:** Punjabi Language

**Overseas Experience:** United Kingdom

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Wade**

**Faculty Name:** Wade, Bonnie C

**Department:** Music

**Language Competency:** English-5; Japanese-2;  
German-2; French-2

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., University of California Los Angeles, 1971

M.A., University of California Los Angeles, 1967

B.A., Boston University, 1963

**Title:** Professor

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 5

**Academic Experience:**

**Courses Taught:** 4

**Research and Training Specialization:** Hindustani Music, General Indian and Japanese Music and  
Ethnomusicology, Historical and theoretical Approaches to Ethnomusicology

**Overseas Experience:** Japan, India

**Recent Recognitions/Awards:**

Member, Art Musicological Society

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Wald**

**Faculty Name:** Wald, Margi C  
**Department:** Writing  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
M.A., University of Houston, 1994  
B.A., Rice University, 1986

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Director, Summer English Language Studies, UC  
Berkeley

**Courses Taught:** 1

**Research and Training Specialization:** Writing, English Language Studies

**Overseas Experience:**

**Recent Recognitions/Awards:**

Convention Program Chair, TESOL International Convention, Seattle WA, 2017

**Recent Publications:** [1]

Frodesen, Jan, and Margi Wald. *Exploring Options in Academic Writing Effective Vocabulary and Grammar Use*. University of Michigan Press, 2016.

**Washington**

**Faculty Name:** Washington, Brad D  
**Department:** International and Multicultural  
Education Department, University of San Francisco  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
2010 Ed.D. University of San Francisco  
2006 M.A. University of San Francisco  
2000 B.A. History & Religion, Hampden-Sydney

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Assistant Professor, University of San Francisco

**Courses Taught:**

**Research and Training Specialization:**

**Overseas Experience:** Jamaica, Bahamas, Guadeloupe, Great Britain, France, Suriname, Trinidad

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency



**Watts**

**Faculty Name:** Watts, Michael  
**Department:** Geography  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., University of Michigan, 1979

**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Political Economy and Political Ecology, Energy and the Environment, Africa, Famine, Risk, and Vulnerability, Violence and Dispossession

**Overseas Experience:** Nigeria, Senegambia

**Recent Recognitions/Awards:**

**Recent Publications:** [32]

*2017 Grassroots Environmental Governance.* Edited by Leah Horowitz and Michael Watts. London: Routledge/Earthscan. 2015. *Oil Talk: The Secret Lives of the Oil and Gas Industry.* Ithaca. Cornell University Press, edited with Arthur Mason and Hannah Appel. Forthcoming. *Genealogies of Environmental Thought: Works of Clarence Glacken.* Edited by Ravi Rajan, Adam, Romero and Michael Watts. Charlottesville: University of Virginia Press.

**Wentworth**

**Faculty Name:** Wentworth, Blake T  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Tamil-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D. University of Chicago, 2011  
 B.A. Dartmouth College. 1995

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

**Courses Taught:** 2

**Research and Training Specialization:** Tamil's Constitutive Role in the Pre-Modern Cultural and Religious Histories of South Asia

**Overseas Experience:**

**Recent Recognitions/Awards:** 2010: South Asia Language Resource Center Grant, The Tirukkalukkunram Project; 2004-2005: Marty

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Whittington**

**Faculty Name:** Whittington, Rebecca D  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Tamil-3;  
Bengali-3  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 2  
**Research and Training Specialization:** Bengali, Tamil, Translation Studies, Comparative Literature  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Wolff**

**Faculty Name:** Wolff, T  
**Department:**  
**Language Competency:**  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**

**Title:**  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:**  
**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:**

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Van Vleet**

**Faculty Name:** Van Vleet, Stacey  
**Department:** History & East Asian Languages and Cultures  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D. Columbia University  
 M.A., University of Colorado, Boulder, Anthropology  
 A.B., Duke University, Public Policy Studies

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 2  
**Research and Training Specialization:** Early Modern and Modern East Asia  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Vernon**

**Faculty Name:** Vernon, James  
**Department:** History  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., University of Manchester, 1991

B.A., University of Manchester, 1987  
**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:**  
**Theses Supervised:**  
**Academic Experience:**  
 Board Member, Berkeley Faculty Association

**Courses Taught:** 1  
**Research and Training Specialization:** Modern British History, British Empire, History and Theory  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [10]  
 "More secondary modern than post-modern: Patrick Joyce and the peculiarities of liberal modernity in Britain" Journal of Social and Cultural History 14 (September 2016)  
 "The history of Britain is dead; long live a global history of Britain" History Australia, 13, 1 (2016).  
 "Proposed pension limits will lead to UC's decline" Sacramento Bee, 18 February 2016

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Von Rospatt**

**Faculty Name:** Von Rospatt, Alexander  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; German-5;  
Nepali-4; Sanskrit-4  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., University of Hamburg, 1993  
M.A., University of Hamburg, 1988  
B.A., SOAS, University of London, 1985

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Visiting Professor, International College for  
Postgraduate Buddhist Studies, Tokyo, 2014

**Courses Taught:** 14

**Research and Training Specialization:** Tibetan and Nepalese Buddhism

**Overseas Experience:** Nepal, Germany, Austria, England

**Recent Recognitions/Awards:**

**Recent Publications:** [1]

Rospatt, Alexander Von. "Roots of Violence: Society and the Individual in Buddhism and Girard" (together with Jacob Dalton), forthcoming in Wolfgang Palaver and Richard Schenk, eds., René Girard and World Religions/ East Lansing, Michigan State University Press, 2014.

**Wakeman**

**Faculty Name:** Wakeman, Frederic E  
**Department:**  
**Language Competency:** English-5; Chinese-4;  
French-4; Japanese-2; German-1  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., University of California Berkeley, 1965  
M.A., University of California Berkeley, 1962  
B.A., Harvard College, 1959

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:**

**Research and Training Specialization:** Ming-Qing Social Order, Civil Society in the Nationalist Period, Police, Security and Secret Service

**Overseas Experience:** China, Taiwan, Japan, England, France, Germany

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Williams**

**Faculty Name:** Williams, Joanna

**Department:** History of Art

**Language Competency:** English-5; French-5;  
Hindi-5; Oriya-5; German-2; Sanskrit-2

**Instructional Content Area Expertise**

**Represented as a Percentage:** 50

**Education:**

Ph.D., Harvard University, 1969

M.A., Radcliff College, 1961

B.A., Swarthmore College, 1960

**Title:** Professor Emeritus

**Tenure Status:** Tenured

**Language Pedagogy:** n/a

**Theses Supervised:** 2

**Academic Experience:**

**Courses Taught:**

**Research and Training Specialization:** Art of India and Southeast Asia

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**Wilton**

**Faculty Name:** Wilton, Peter C

**Department:** Haas School of Business

**Language Competency:** English-5

**Instructional Content Area Expertise**

**Represented as a Percentage:** 25

**Education:**

Ph.D., Purdue University

B.A., University of New South Wales

**Title:** Senior Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**

**Courses Taught:** 1

**Research and Training Specialization:** Marketing and Corporate Strategy, Global Strategy and International Management, Service Strategy

**Overseas Experience:**

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

**Zafar**

**Faculty Name:** Zafar, Naeem  
**Department:** Haas School of Business  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Sc. B., Brown University, Electrical Engineering  
MSEE, University of Minnesota, Electrical  
Engineering

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Professor of the Practice, Brown University

**Courses Taught:**  
**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

**Zettelmeyer**

**Faculty Name:** Zettelmeyer, Florian  
**Department:** Haas School of Business  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., MIT, Management  
M.Sc., University of Warwick, Economics

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 6  
**Academic Experience:**  
Faculty Director, Program on Data Analytics at  
Kellogg, Northwestern University  
Nancy L. Ertle Professor of Marketing, Kellogg  
Northwestern University  
Chair of Marketing Department, Northwestern  
University

**Courses Taught:** 1  
**Research and Training Specialization:** Marketing Implications of Consumer Search and Uncertainty,  
Implications of the Internet on Traditional Societies  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [3]  
“Repairing the Damage: The Effect of Gender and Price Knowledge on Auto-Repair  
Price Quotes” (2017), Journal of Marketing Research, February, Vol. LIV, pp. 75-95  
(with Meghan Busse and Ayelet Israeli)  
“Who is Exposed to Gas Prices? How Gasoline Prices Affect Automobile  
Manufacturers and Dealerships” (2016), Quantitative Marketing And Economics,  
March, Vol. 14 (1), pp. 41-95, NSF funded (with Meghan Busse, Chris Knittel, and  
Jorge Silva Risso).  
“Information Disclosure as a Matching Mechanism: Theory and Evidence from a Field  
Experiment.” (2015), American Economic Review, February, Vol. 105 (2), pp. 886-905, (with  
Steve Tadelis).

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working  
Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or  
Bilingual Proficiency

**Zinoman**

**Faculty Name:** Zinoman, Peter B  
**Department:** History & South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
 Ph.D., Cornell University  
 B.A., Tufts University

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** 9  
**Academic Experience:**  
 Co-Director, UC Berkeley History-Social Science Project

**Courses Taught:** 5

**Research and Training Specialization:** Southeast Asian History, Vietnam

**Overseas Experience:**

**Recent Recognitions/Awards:**

Co-Editor, Journal of Vietnamese Studies

**Recent Publications:** [3]

*Vietnamese Colonial Republican: The Political Vision of Vu Trong Phung*, (Berkeley: University of California Press, 2014).

“Misrepresenting Atrocities: Kill Anything that Moves and the Continuing Distortions of the War in Vietnam,” co-authored with Gary Kulik. *Cross-Currents: East Asian History and Culture Review*. Fall, 2014.

“Colonizing Minds and Bodies: Schooling in Colonial Southeast Asia,” in *Routledge Handbook of Southeast Asian History*, edited by Norman Owen (New York: Routledge, 2014): 46-55.

**Zook**

**Faculty Name:** Zook, Darren C  
**Department:** Political Science  
**Language Competency:** English-5; Tamil-3; Hindi-3; Urdu-3; Malayalam-3  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 33  
**Education:**  
 Ph.D., UC Berkeley, History, 1998  
 M.A., UC Berkeley, History, 1991  
 B.A., University of Texas, San Antonio, Political Science, 1988

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

**Courses Taught:** 10

**Research and Training Specialization:** Human Rights, South Asia, Politics of Southeast Asia, Asian Studies.

**Overseas Experience:** Pakistan, China, Iceland, India, Sri Lanka

**Recent Recognitions/Awards:**

**Recent Publications:** [0]

**\*Language Scale:** Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

Course Number/Title	Description	Instructor	Units	% of Content	2016-2017 Enrollment				Offered	
					Sem	UG	Grad	Total	17-18	18-19
<b><i>Agricultural and Resource Economics and Policy</i></b>										
ARESEC C253 - International Economic Development Policy	<i>This course emphasizes the development and application of policy solutions to developing-world problems related to poverty, macroeconomic policy, and environmental sustainability. Methods of statistical, economic, and policy analysis are applied to a series of case studies. The course is designed to develop practical professional skills for application in the international arena.</i>	CHAKRAVARTI, R	3	25	FA '16	0	5	5	X	X
ARESEC C253 - International Economic Development Policy	<i>This course emphasizes the development and application of policy solutions to developing-world problems related to poverty, macroeconomic policy, and environmental sustainability. Methods of statistical, economic, and policy analysis are applied to a series of case studies. The course is designed to develop practical professional skills for application in the international arena.</i>	DEJANVRY, A	3	25	FA '16	0	24	24	X	X
ARESEC 259 - Rural Economic Development Workshop	<i>Presentation and criticism of ongoing research by faculty, staff and students, in topics within rural economic development</i>	SADOULET, E	1	25	FA '16	0	9	9	X	X



ARESEC 299 - Individual Research	<i>Graduate student research on the topics of agricultural and resource economics and policy</i>	DEJANVRY, A	7.5	25	FA '16	0	2	2	X	X
ARESEC N602 - Individual Study, Doctorate Level	<i>Graduate student research on the topics of agricultural and resource economics and policy</i>	DEJANVRY, A	3	25	SUM '17	0	2	2	X	X
<b>Anthropology</b>										
ANTHRO 250X - Special Topics	<i>Seminar on special topics within social and cultural anthropology</i>	MAHMOOD, S	4	50	SP '17	1	6	7	X	X
ANTHRO 298 - Dir Read	<i>Individual conferences intended to provide directed reading in subject matter not covered by available seminar offerings.</i>	COHEN, L	3.67	50	FA '16	0	3	3	X	X
			3.5	50	SP '17	0	4	4		
ANTHRO 290 - Surv Anthropolgy	<i>A focus of our departmental lecture series this year will be on bringing anthropological perspectives to the fore in scrutinizing the fundamental concepts and modes of engagement that shape possibilities for dialogue.</i>	MAHMOOD, S	1	50	FA '16	0	34	34	X	X
ANTHRO 299 - Directed Research	<i>Individual conferences to provide supervision in the preparation of an original research paper or dissertation.</i>	BRIGGS, C	8	50	FA '16	0	6	6	X	X
			3	50	SUM' 17	0	2	2		
ANTHRO 299 - Directed Research	<i>Individual conferences to provide supervision in the preparation of an original research paper or dissertation.</i>	COHEN, L	7.67	50	FA '16	0	6	6	X	X
			9.33	50	SP '17	0	3	3		
			3	50	SUM '17	0	4	4		

ANTHRO 299 - Directed Research	<i>Individual conferences intended to provide directed reading in subject matter not covered by available seminar offerings.</i>	MAHMOOD, S	3	50	SUM '17	0	1	1	X	X
ANTHRO 602 - Independent Study	<i>In preparation for Ph.D. examinations. Individual study in consultation with adviser. In the field of Anthropology</i>	COHEN, L	8	50	SP '17	0	1	1	X	X
ANTHRO 602 - Independent Study	<i>In preparation for Ph.D. examinations. Individual study in consultation with adviser. In the field of Anthropology</i>	MAHMOOD, S	4	50	SP '17	0	1	1	X	X
<b>Applied Science and Technology Graduate Group</b>										
AST 299 - Individual Research	<i>Individual research by graduate students in the field of Applied Science and Technology</i>	GADGIL, A	3	25	SUM '17	0	1	1		
<b>Asian American Studies</b>										
ASAMST 125 - Issues of South East Asians	<i>This course will introduce students to the sociocultural, economic, educational, and political issues facing Southeast Asian refugees in the U.S. While the course focus is on the Asian American experience, references will be made to the pre-migration experiences and histories of the Southeast Asian refugee groups. The processes and problems in the formulation of refugee programs and services in the U.S. also will be addressed in their implications for refugee resettlement and adaptation experience. Emphasis will be placed on comparative analyses of the Southeast Asian refugee communities.</i>	KHATARYA, U	4	25	FA' 16	29	0	29		

ASAMST 128AC - Muslims in America	<i>The course traces Islam's journey in America. It will deal with the emergence of identifiable Muslim communities throughout the U.S. and focus on patterns of migration, the ethnic makeup of such communities, gender dynamics, political identity, and cases of conversion to Islam. The course will spend considerable time on the African American, Indo-Pakistani, and Arab American Muslim communities since they constitute the largest groupings.</i>	BAZIAN, H A	4	50	FA '16	161	1	162	X	X
ASAMST 131 - Asian Diaspora	<i>This course explores the global migration of Asians and examines the dynamic ways in which these migrants and their descendants have managed their migratory trajectories, constructed their ethnic identifications, and enacted their various affiliations with their place of settlement, ethnic homeland, and co-ethnics dispersed in other locales. Students are encouraged to think comparatively and transnationally in order to uncover the shared struggles inherent in migration as well as the inventive ways through which migrants create home, challenge practices of exclusion, and transform their places of settlement.</i>	KHATARYA, U	4	50	FA' 16	22	0	22	X	X
<b>Asian Studies</b>										
ASIANST 197 - Field Study	<i>Supervised field programs involving experiences in schools and school-related activities. Regular individual meetings with faculty sponsor and written reports required. Programs on the subject of Asian studies and Political Science</i>	CHIBBER, P	3	100	SUM '17	0	1	1		

<b>Art Practice</b>										
ART 12 - Language of Drawing	<i>A study of drawing as a tool for articulating what the eyes, hand, and mind discover and investigate when coordinated. Some sessions will be devoted to drawing the human figure. Lectures and demonstrations introduce students to techniques and varied applications.</i>	KAZMI, A	4	25	SP' 17	17	0	17	X	X
ART 185 - Senior Projects/Professional Practices	<i>This course provides students with a foundation for understanding their work within a cross-disciplinary critical context. Through class and individual critique, readings, guest artists, and field trips, students will explore the practical and conceptual components of their own media and practice within a broader discussion of artistic production. In addition to this focused attention on the critique process, the class will address the ongoing needs of supporting one's work within a community of artists, arts professionals, and arts organizations. Each student will work towards developing the most effective tools for communicating their work to these broader audiences using strategies that are appropriate/effective for their ideas, media, and audience.</i>	KAZMI, A	4	25	FA' 16	11	0	11	X	
ART H195A - Special Studies for Honors Candidates	<i>12 hours of student-initiated educational activities per week in the field of art practice for undergraduate honors students</i>	DESOUZA, A	4	25	FA' 16	1	0	1	X	

ART 290 - Independent Study	<i>Individual projects by first-year graduate students with one assigned instructor.</i>	KAZMI, A	4	25	FA' 16	1	0	1	X	X
					SP' 17	0	2	2		
					SP' 17	0	1	1		
<b><i>Buddhist Studies</i></b>										
BUDDSTD C50 - Intro to Buddhism	<i>This introduction to the study of Buddhism will consider materials drawn from various Buddhist traditions of Asia, from ancient times down to the present day. However, the course is not intended to be a comprehensive or systematic survey; rather than aiming at breadth, the course is designed around key themes such as ritual, image veneration, mysticism, meditation, and death. The overarching emphasis throughout the course will be on the hermeneutic difficulties attendant upon the study of religion in general, and Buddhism in particular.</i>	SHARF, R	4	75	FA '16	50	0	50	X	X

BUDDSTD C113 - Thought in India	<i>This course is an advanced introduction to the major teachings of Indian Buddhism and their philosophical elaborations. We will cover the core tenets attributed to the Buddha, and the later doctrinal and scholastic developments that turned Buddhism into one of the principal philosophical traditions of India. For this we will read select primary sources—in principle, extracts of the scriptures and later treatises—and academic articles and book chapters. Rather than offering a broad introductory survey of Buddhist traditions across space and time, this class is geared towards students who are already familiar with the basics of Buddhism and want to deepen their understanding of the principal teachings of Buddhism originating in India.</i>	LIN, Q	4	100	FA' 16	3	0	3		
BUDDSTD C114 - Tibetan Buddhism	<i>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</i>	RONIS, J	4	25	FA'16	12	0	12	X	X

BUDDSTD C114 - Tibetan Buddhism	<i>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</i>	VON ROSPATT, A & ANDERSON, K	4	25	SUM '17	22	3	25	X	X
BUDDSTD C120 Buddhism on the Silk Road	<i>This course is both an historical introduction to the Silk Road, understood as an ever-changing series of peoples, places, and traditions, as well as an introduction to the study of those same peoples, places, and traditions in the modern period. In this way, the class is intended both as a guide to the extant textual, archaeological, and art historical evidence from the Silk Road, but also as a framework for thinking about what it means to study Asia and Asian religions in the context of a contemporary American classroom.</i>	MEHENDALE, S	4	25	FA '16	21	0	21		

BUDDSTD C128 - Buddhism in Contemporary Society	<i>A study of the Buddhist tradition as it is found today in Asia. The course will focus on specific living traditions of East, South, and/or Southeast Asia. Themes to be addressed may include contemporary Buddhist ritual practices; funerary and mortuary customs; the relationship between Buddhism and other local religious traditions; the relationship between Buddhist institutions and the state; Buddhist monasticism and its relationship to the laity; Buddhist ethics; Buddhist "modernism," and so on.</i>	VON ROSPATT, A	4	25	SP' 17	39	0	39	X	
BUDDSTD C141 - Introductory Readings in Japanese Buddhist Texts	<i>This course is an introduction to the study of medieval Buddhist literature written in Classical Japanese in its wabun (aka bungo) and kanbun forms (including kakikudashi). The class will read samples from a variety of genres, including material written in China that are read in an idiosyncratic way in Japan. Reading materials will include Chinese translations of Sanskrit and Central Asian Buddhist scriptures, scriptural commentaries written in China and Korea, Japanese subcommentaries on influential Chinese and Korean commentaries, philosophical treatises, hagiography, apologetics, histories, doctrinal letters, preaching texts, and setsuwa literature. This course is intended for students who already have some facility in literary Japanese.</i>	BLUM, M	4	25	SP' 17	1	1	2	X	X



BUDDSTD 200 - Proseminar	<i>This seminar provides an opportunity for all students and faculty in the Group in Buddhist Studies to gather together on a regular basis to discuss recent theoretically significant works in the field of Buddhist Studies, as well as pertinent and important works in related disciplines (anthropology, art history, literature, history, philosophy, and religious studies). The content of the course will be adjusted from semester to semester so as to best accommodate the needs and interest of the students, but the focus will be on recent works representing the "state of the field."</i>	SHARF, R	1	50	FA' 16	0	8	8	X	X
BUDDSTD C215 - Indian Buddhist Text	<i>This graduate seminar focuses on reading a wide spectrum of Indian Buddhist texts in the Sanskrit (or Pali) original introducing the students to different genres, and different aspects of Indian Buddhism. The students taking the course for two units (rather than four) will be expected to prepare thoroughly every week for the reading of Buddhist texts in the original. They will also be expected to read all related secondary literature that is assigned to supplement the study of the primary source material. In contrast to the students taking the course for four units, they will not be expected to write a term paper or to prepare special presentations for class.</i>	VON ROSPATT, A	2	100	SP' 17	0	4	4	X	X
BUDDST C220 - Seminar in Buddhism and Buddhist Texts	<i>Content varies with student interest and needs. The course will normally focus on classical Buddhist texts that exist in multiple recensions and languages, including Chinese, Sanskrit, and Tibetan.</i>	KROWITA, J	2	50	FA' 16	6	0	6	X	

BUDDST C220 - Seminar in Buddhism and Buddhist Texts	<i>Content varies with student interest and needs. The course will normally focus on classical Buddhist texts that exist in multiple recensions and languages, including Chinese, Sanskrit, and Tibetan.</i>	SHARF, R	3.2	50	FA' 16	5	0	5		
BUDDST C224 - Readings in Tibetan Buddhist Texts	<i>This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts. The seminar is designed to be of interest to graduate students interested in premodern Tibet from any perspective (literature, religion, art, history, philosophy, law, etc.). Students are required to do all of the readings in the original classical Tibetan. The course will also introduce students to "tools and methods" for the study of Tibetan Buddhist literature, including standard lexical and bibliographic references, digital resources, and secondary literature in modern languages.</i>	DALTON, J	3.5	25	FA' 16	4	0	4	X	X
			3.33	25	SP '17	0	3	3		
BUDDST 298 - Directed Study for Graduate Students	<i>Special tutorial or seminar on selected topics not covered by available courses or seminars.</i>	DALTON, J	6	25	FA' 16	0	1	1	X	X
			3	25	SUM '17	0	2	2		
			6	25	SP '17	0	1	1		
BUDDSTD 298 - Directed Study for Graduate Students	<i>Special tutorial or seminar on selected topics not covered by available courses or seminars.</i>	VON ROSPATT, A	7	50	FA'16	0	2	2	X	X
			3	50	SP '17	0	1	1		
			6	50	SUM '17	0	1	1		

BUDDST 299 - Thesis Preparation and Related Research	<i>Graduate student thesis preparation on the subject of Buddhist Studies</i>	BLUM, M	4	25	FA' 16	0	1	1	X	X
BUDDST 299 - Thesis Preparation and Related Research	<i>Graduate student thesis preparation on the subject of Buddhist Studies</i>	DALTON, J	6	25	FA' 16	0	2	2	X	X
			6	25	SP' 17	0	2	2		
BUDDST 299 - Thesis Preparation and Related Research	<i>Graduate student thesis preparation on the subject of Buddhist Studies</i>	SHARF, R	6	25	FA' 16	0	1	1	X	X
			5.33	25	SP' 17	0	3	3		
BUDDST 299 - Thesis Preparation and Related Research	<i>Graduate student thesis preparation on the subject of Buddhist Studies</i>	VON ROSPATT, A	6	50	FA' 16	0	5	5	X	X
			6.4	50	SP' 17	0	5	5		
Comparative Literature										
COMLIT 155 - The Modern Period	<i>The 100th anniversary of the Russian revolution seems an ideal moment to go back and examine the history and literature of revolutionary Russia. This was an era of violent upheaval, material destitution and radical projections of social renewal and human transformation. We will be tracing the arc of the first revolutionary decade, from the revolutionary upsurge of 1917 and the Civil War of 1918-1921, which saw the ultimate consolidation of Soviet power, to the early and often contradictory formulations of Soviet culture arising over the course of the 1920s. Our course will focus primarily on the relationship between literature and revolution, a vital question given the importance paid to written culture by Bolsheviks and non-Bolsheviks alike.</i>	RAM, H	4	25	FA '16	9	1	10	X	X

COMLIT 254 - Studies in East-West Literature Relations	<i>Comparative investigation of a literary topic requiring the study of both East Asian and Western documents.</i>	RAM, H	4	25	SP' 17	0	6	6	X	
<b>Development Practice</b>										
DEVP 239 - Multidisciplinary Seminar	<i>The course assumes that students know little about life in Third World countries and are unfamiliar with the relevant theory in political economy of development and underdevelopment. The first part of the course covers the historical patterns of incorporation into an expanding world system and the different theories associated with these processes. The second part deals with a variety of micro and macro phenomena organized around land, labor, and work.</i>	SCHARFFENBERGER, G	2	25	SP' 17	24	0	24	X	X
<b>East Asian Languages and Cultures</b>										
TIBETAN 1A - Elementary Tibetan	<i>A beginning Tibetan class developing basic listening, speaking, reading, and writing skills in modern Tibetan (Lhasa dialect). The course also helps students begin to acquire competence in relevant Tibetan cultural issues.</i>	RONIS, J M	5	25	FA '16	5	0	5	X	X

TIBETAN 110A - Readings In Tibetan	<i>This course is an intensive introduction to reading literary Tibetan literature. Following an introduction to basic grammar, the course moves quickly into selected readings from Buddhist texts in Tibetan. It typically builds on basic skills acquired in 1A-1B (elementary Tibetan), though with consent it may be taken independently.</i>	RONIS, J M	4	25	FA '16	1	3	4	X	X
TIBETAN 110B - Readings in Tibetan	<i>A continuation of Tibetan 110A, this course provides an intensive introduction to a range of literary Tibetan literature. Assuming knowledge of basic literary Tibetan grammar, the course focuses on selected readings from Buddhist texts in Tibetan.</i>	RONIS, J M	4	25	SP '17	0	3	3	X	X
TIBETAN C114 - Tibetan Buddhism	<i>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</i>	RONIS, J M	4	25	FA '16	11	0	11	X	X

TIBETAN 115 - Contemporary Tibet	<i>This course seeks to develop a critical understanding of contemporary Tibet, characterized as it is by modernity, invasion, Maoism, liberalization, exile, and diaspora. It explores the cultural dynamism of the Tibetans over the last 100 years as expressed in literature, film, music, modern art, and political protest. The core topics include intra-Tibetan arguments regarding the preservation and "modernization" of traditional cultural forms, the development of new aesthetic creations and values, the constraints and opportunities on cultural life under colonialism and in the diaspora, and the religious nationalism of the recent political protests.</i>	RONIS, J M	4	25	SP '17	32	0	32	X	
TIBETAN 118 - Modern Politics	<i>For over a hundred years, the political status of Tibet has commanded a level of attention on the international stage – and within China – seemingly disproportionate to the size of its population and economy, and in spite of its reputation as a remote periphery. This course will examine the historical, cultural, and economic assumptions underlying contemporary discourses of Tibetan politics, and relate them to discourses of global power and peripheries more generally. Grounding discussion in primary sources and critical works from across regions and disciplines, we will examine the roots of current conflict and the ways in which contending Buddhist, nationalist and internationalist projects have contributed to the making of modern Tibet.</i>	VLEET, S V	4	25	FA '16	6	0	6		

TIBETAN C224 - Readings in Tibetan Buddhist Texts	<i>This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts. The seminar is designed to be of interest to graduate students interested in premodern Tibet from any perspective (literature, religion, art, history, philosophy, law, etc.).</i>	DALTON, J	4	25	FA '16	0	1	1	X	X
			2	25	SP '17	0	2	2		
<b>Economics</b>										
ECON 299 - Independent Study	<i>Graduate student research on topics within Economics</i>	BARDHAN, P K	6	50	FA '16	0	1	1	X	X
<b>Energy and Resources Group</b>										
ENERES 296 - Doctoral Seminar	<i>Lectures, reports, and discussions on current research in energy and resources. Particular emphasis on topics of research interest for current Ph.D. students in the Energy and Resources Group.</i>	RAY, I	2	25	FA '16	0	4	4	X	X
					SP' 17	0	4	4		
ENERES 299 - Individual Research	<i>Investigation of problems in energy and resources from an interdisciplinary perspective</i>	RAY, I	6.81	25	FA '16	0	11	11	X	X
			8.6	25	SP' 17	0	10	10		
			2.8	25	SUM' 17	0	5	5		

English										
XENGLIS R1B - Reading and Composition: The Right to the City	<i>The city looms large in the modern imagination: a stage for grand historical spectacles and everyday drama; a zone of contact and exclusion; a space of pleasure and danger, hope and threat. Who gets to define and participate in urban life? Whose interests, needs, and desires get heard in conversations about the future of the city? We'll explore such questions through a wide-ranging set of texts engaging with urban situations across the planet. We'll also take advantage of our San Francisco location, assessing the urgent ongoing debates surrounding gentrification, policing, and the tech-driven transformation of the city and its surrounding metropolitan area. Students will be encouraged to take informed positions in such debates through guided writing projects involving significant independent research.</i>	PREMNATH, G	4	25	FA '16	13	0	13	X	



ENGLISH 138 - Studies of World Literature English	<i>Globalization has given rise to a new kind of urban space, a nexus where the networks of capital, labor, and bodies meet: the global city. This course, a survey of contemporary Anglophone literature, considers the narratives—fictional and otherwise—that live in those cities, the stories those cities give birth to. Our itinerary will take us to five global cities: New York, London, Johannesburg, Mumbai, and Hong Kong. At each stop we will consider representations of these cities and their inhabitants from above and from below, from theories of transnational capital to narratives of the dispossessed.</i>	SAHA, P	4	50	FA' 16	39	0	39	X	
ENGLISH 143A - Short Fiction	<i>A seminar in writing short stories.</i>	CHANDRA, V	4	50	FA '16	13	0	13	X	X
ENGLISH 171 - Literature and Sexual Identity	<i>Sexual identity in literature in relation to thematics, literary convention, psychology, and the particular politics and sociology of individual cultures. The course may range broadly over Western literature or concentrate on one historical period.</i>	SAHA, P	4	50	FA' 16	27	0	27	X	
ENGLISH 180H - Short Story	<i>Lectures on and discussion of the form of the short story.</i>	CHANDRA, V	4	50	FA '16	50	0	50	X	X

ENGLISH 243A - Fiction Workshop	<i>A graduate-level fiction workshop. Students will write fiction, produce critiques of work submitted to the workshop, and participate in discussions about the theory and practice of writing. We'll also read published fiction and essays about writing from various sources. Students will write and revise at least 40 pages of fiction over the course of the semester.</i>	CHANDRA, V	4	50	SP' 17	4	1	5		X
<b><i>Ethnic Studies</i></b>										
ETHSTD 135 - US Immigration	<i>How and why did American society become racially and ethnically diverse? This comparative study of racial minorities and European immigrant groups examines selected historical developments, events, and themes from the 17th century to the present.</i>	GONZALEZ, P	4	25	SUM' 17	18	0	18		
ETHSTD 147AC - Women of Color in the US	<i>Examines the history and contemporary situations of Chicana/Latina, African American, Asian American and Native American Women. Conceptual focus will draw on lived experiences and theoretical constructs of race, class, and gender.</i>	PEREZ, L	4	25	SUM' 17	18	0	18		

Interdisciplinary Social Science Programs										
GLOBAL 105 - Global Practice	This course is intended to provide students with the necessary background and knowledge to undertake projects and work experience of a global scope. Students will be exposed to a diversity of methodological frameworks, introduced to the basic skills needed to effectively participate in organizations, and to understand the ethics of global service and practice. Students will be required to complete a literature review and a major project proposal.	TALWALKER, C	4	50	FA '16	13	0	13	X	X
					SP '17	16	0	16		
Gender and Women's Studies										
GWS 102 - Transitional Feminism	An introduction to women and gender in "development." Addresses theories of "development" (modernization, demographic transition, dependency, world systems, post-development, postcolonial, and transnational feminist): productions and representations of "underdevelopment"; national and international "development" apparatuses; "development" practices about labor, population, resources, environment, literacy, technologies, media; and women's resistance and alternatives.	BACCHETTA, P	4	50	FA '16	130	0	130	X	X

GWS 111 - Special Topics	<i>This course is designed to provide students with an opportunity to work closely with Gender and Women's Studies faculty, investigating a topic of mutual interest in great depth. Emphasis in on student discussion and collaboration. Topics will vary from semester to semester. Number of units will vary depending on specific course, format, and requirements.</i>	FOUZIEYHA, T	4	50	SUM' 17	9	0	9	X	X
LGBT 100 - Special Topics	<i>This course is designed to provide students with an opportunity to work closely with LGBT faculty, investigating a topic of mutual interest in great depth. Emphasis in on student discussion and collaboration.</i>	SAHA, P	4	25	FA '16	4	0	4		
GWS 210 - Advanced Interdisciplinary Studies	<i>A cross-disciplinary examination of specific problems in the study of gender, women, and sexuality. Topics will vary; for example, representations of motherhood, women in the public sphere, work and gender, globalization of gender, and the history of sexuality.</i>	BACCHETTA, P	4	25	FA '16	11	0	11	X	X
<b>History of Art</b>										
HISTART 296 - Directed Dissertation Research	<i>Independent study for dissertation research for doctoral candidates, within the field of History of Art</i>	WILLIAMS, J	12	25	FA' 16	0	1	1	X	X
HISTART 299 - Special Study for Graduate Students	<i>Special studies for graduate students within the field of History of Art</i>	RAY, S	4	50	SP' 17	0	1	1	X	X

<b>History</b>										
HISTORY 2 - Comparative World History	<i>What accounts for some of the characteristic differences today between Europe and China, including the different ways they engage with the rest of the world? This course is based on the premise that it was critical developments during the medieval period that set in place many of the patterns that still shape the values and institutions of both societies. We will begin by exploring differences in political structures. Why did China reunify after the fall of the Han dynasty, but Europe did not reunify after the fall of Rome? We will then consider a series of encounters with neighboring peoples, as a means to reconstruct both how Europeans and Chinese of the middle ages envisioned themselves, and how they imagined their place in a wider world. Lectures will be delivered by two professors, one specializing in Carolingian and post-Carolingian Europe, and one in Tang-Song China. Readings will include peace treaties and diplomatic correspondence, travelogues, frontier literature, crusader accounts, and mappae mundi.</i>	TACKETT, N	4	25	SP' 17	34	0	34		
HISTORY 100F - Special Topics in Asian History	<i>This course introduces students to China's urban history from its origins down to the present day.</i>	VAN VLEET, S	4	75	FA'16	8	0	8		

HISTORY 103F - Proseminar: Asia	<i>We shall look at many kinds of families through a great variety of sources to explore the (changing) norms and (disparate) practices that shaped households in the Early Modern Period of rule by the Tokugawa shogun (1600-1868). We shall examine the families of samurai, peasants, merchants, and geisha through sources that include memoirs, laws, ethical texts, fiction and drama, demographic evidence, and disparate visual material (from woodblock prints and book illustrations to photographs). We shall explore the variable understandings of key concepts (love and sex, marriage and divorce, childhood and life-cycles). And we shall try to think through the very place of the family in society.</i>	BERRY, M	4	25	FA'16	5	0	5	X	X
HISTORY 103F - Proseminar: Asia	<i>This seminar explores the tumultuous history of modern Mongolia. It examines how a sovereign Mongolian government emerged out of the chaotic void left by the falls of the feudal, agricultural Russian and Qing empires of Nicholas II (r. 1894-1917) and Puyi (r. 1908-1912) and endured the rise of the industrial, communist republics of Stalin and Mao</i>	GENNEL, A	4	25	FA'16	4	1	5	X	X

HISTORY 103F - Proseminar: Asia	<i>This course is devoted to the study of the ways in which the lands and peoples of India were encountered, observed and described by visitors from abroad over the sweep of the last two millennia. We will accordingly read excerpts from a large variety of travelers' accounts of the Indian subcontinent, beginning with Ancient Greek, Roman, and Chinese writings on India. Then we will examine the descriptions of the first Arab conquest of Sindh and subsequent invasions, paying close attention to the accounts of travelers such as Ibn Battuta and al-Biruni. Next we will read from the narratives of visitors from Europe and West Asia, before ending with a few accounts of travelers in the opposite direction, from India to other parts of the world.</i>	KAICKER, A	4	100	SP' 17	4	1	5	X	X
HISTORY 114A - India: Medieval and Early Modern India to the Coming of the British	<i>In this course we will develop a panoramic view of the long sweep of the history of the Indian subcontinent until the sometime in the middle of the eighteenth century. We will proceed chronologically, beginning from the earliest traces of human civilization to the development of, and debates between, Hinduism, Buddhism, and Jainism; the coming of Islamic rule; the founding of the Mughal empire; and the arrival of the East India Companies on its shores.</i>	KAICKER, A	4	100	FA' 16	31	2	33	X	

HISTORY 114B - Modern South Asia	<i>This course is designed as a survey course in modern Indian history from 1757-1947. Modern Indian history is inextricable from British colonial rule over India, and for that reason the early part of the course will address the decentralization of the Mughal Empire (1526-1858) in the late 18th century, the history of the East India Company (founded in 1600), the Company's activities in India prior to its establishment of a colonial state, and the beginning of empire starting with its first major military victory in 1757. The course will introduce students to Mohandas Karamchand Gandhi and his profound and complex contribution to Indian (and Pakistani) nationalist politics. The objective of this course is to present a portrait of an extraordinary world historical political leader, but also to present him in conversation with other South Asian political figures of equal importance.</i>	KAICKER, A	4	100	SP '17	42	1	43	X	
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<b>International Area Studies</b>										
IAS 45 - Survey of World History	<i>This course focuses on benchmarks of the history of various nations and civilizations. It begins with the ancient Greeks, Romans, and Chinese, but emphasizes world developments since the 15th century. The purpose of the course is to gain a better understanding of the rise and decline of states, empires, and international trading systems. Therefore, political and economic structures and developments as well as military factors will be presented along with the more traditional historical perspectives.</i>	CIKOTA, J	4	25	FA '16	151	0	151	X	X



IAS 150 - Advanced Studies in International Area Studies	<i>This course uses the analytic of globalization and an interdisciplinary approach to provide an overview of contemporary India, focusing mainly, though not exclusively, on urban India. Students will be introduced to the debates surrounding colonial modernity, as an earlier globalizing era, this serving as background for considering contemporary India. Topics covered include: the Indian middle class, urban life, Hindu nationalism and other social movements, the postcolonial public, expressive culture, the changing nature and role of casts.</i>	TALWALKER, C	4	100	FA '16	22	0	22	X	X
					FA' 16	36	1	37		
IAS 198 - Directed Group Study	<i>Directed group study in the areas of International Area Studies</i>	TALWALKER, C	1	25	FA '16	13	0	13	X	X
					FA '16	5	0	5		
					SP' 17	12	0	12		
					SP '17	4	0	4		
<b>School of Information</b>										
INFO 199 - Supervised Independent Study	<i>Individual study of topics in information management and systems under faculty supervision.</i>	PARIKH, T S	2	50	SP' 17	1	0	1	X	
INFO C283 - ICT for Development	<i>This seminar reviews current literature and debates regarding Information and Communication Technologies and Development (ICTD). This is an interdisciplinary and practice-oriented field that draws on insights from economics, sociology, engineering, computer science, management, public health, etc.</i>	RAMACHNDRAM, D	3	50	SP' 17	3	8	11		X

<b>Music</b>										
MUSIC 131A - Music of India	<i>This course will focus on the classical and light-classical forms, primarily of North India, but also including those of South India. Through listening, reading and discussion, we will develop listening appreciation as well as an understanding of this music in its social, cultural and historical contexts. Our many discussions will aim to bring to light various ways of experiencing music and thinking about related issues. Associated labs will be led by an accomplished musician from the Bay Area.</i>	KAUR, I	4	100	FA '16	29	3	32	X	
MUSIC 247 - Ethnomusicology	<i>Music Across Media: Radio, Film, and YouTube. A highly specialized course in ethnomusicology</i>	BEASTER - JONE, J	4	25	FA '16	0	2	2	X	
<b>Near Eastern Studies</b>										
NESTUD C26 - Introduction to Central Asia	<i>This course will introduce the student not only to ancient and modern Central Asia, but also to the role played by the region in the shaping of the history of neighboring regions and regimes. The course will outline the history, languages, ethnicities, religions, and archaeology of the region and will acquaint the student with the historical foundations of some of the political, social and economic challenges for contemporary post-Soviet Central Asian republics.</i>	MEHENDALE, S	3	25	FA '16	31	0	31	X	X

NESTUD 144 - Sufism: The Mysticism of Islam	<i>This course explores the phenomenon of Sufism in the Islamic tradition. Topics include Sufi foundations, the sources upon which it is based, ritual practices, themes, and doctrines developed during its formative period and its eventual systemization. The course investigates the lives of several key Sufi figures including, As-Sadiq (d.765), Rabia (d. 801), al-Junayd (d. 910), al-Hujwiri (d. 1077), al-Ghazali (d. 1111), Ibn al-Arabi (d. 1240) and Rumi (d. 1273) among others. Also covered are central Sufi concepts as annihilation (fana), love (mahabba), knowledge ('ilm), gnosis (ma'rifa), intellect ('aql), reality (haqiqah), and unity (tawhid).</i>	BAZIAN, H	3	50	FA' 16	80	2	82		
NESTUD 129 - Arts of Iran and Central Asia	<i>This course focuses on the arts of the Iranian cultural environment from the mid-first Millennium BCE through the first Millennium CE. Geographically, it covers a region stretching east from modern Iran to Afghanistan, Uzbekistan and Tajikistan, and north towards the Central Asian steppes, the ancestral home of important ancient Iranian pastoral nomadic tribes. The course will, among others, explore the art and archaeology of the Achaemenids, Parthians, Sasanians, and Sogdians to come to a better understanding of the social, political, and cultural underpinnings of the pre-Islamic Iranian world.</i>	MEHENDALE, S	4	25	SP '17	13	0	13		
NESTUD 290A - Special Topics Study	<i>Speical topics in Near Eastern Studies</i>	AHMED, A	3	75	SP' 17	1	0	1		

NESTUD 298 - Seminar: Methods of Research in Islamic Studies	<i>Speical topics in Near Eastern Studies</i>	AHMED, A	4	50	FA '16	0	3	3		X
<b><i>Peace and Conflict Studies</i></b>										
PACS 10 - Intro to PACS	<i>This course introduces students to a broad range of issues, concepts, and approaches integral to the study of peace and conflict. Subject areas include the war system and war prevention, conflict resolution and nonviolence, human rights and social justice, development and environmental sustainability.</i>	ZOOK, D C	4	25	FA '16	173	0	173	X	X
					SP' 17	142	0	142		
PACS 100 - Peace Theory: Approaches and Analyses	<i>This course will explore the historical development of the field through analysis of the operative assumptions, logic, and differing approaches of the seminal schools and thinkers that have shaped the field. Students will become familiar with the body of literature and major debates in peace studies and research.</i>	RANDHAWA, K B	3	25	FA '16	52	0	52	X	X
PACS 126 - International Human Rights	<i>This course provides an overview to the historical, theoretical, political, and legal underpinnings that have shaped and continue to shape the development of human rights.</i>	ZOOK, D C	3	25	FA '16	141	0	141	X	

PACS 135 - Regional Conflict	<i>This course will examine the origins of peace and conflict in South Asia. The focus will be on contemporary South Asia, drawing on case studies from India, Pakistan, Sri Lanka, Nepal, Bhutan, and the Maldives. Domestic developments will be covered in detail, and will also be situated in the larger context of international relations and global governance. Regional issues, such as nuclear proliferation and terrorism, will also be addressed, as will other contentious issues such as the status of Kashmir, the spread of identity-based conflicts, and gender-related violence.</i>	ZOOK, D C	3	100	SP' 17	51	0	51	X	
PACS 151 - International Conflict: Analysis and Resolution	<i>Inspired by the changed meaning of international conflict and the expanding mission of conflict resolution in the post-cold war era, this course will study the contemporary context and issues of conflict by examining the evolution in thinking about conflict, the resolution, and their application in practice.</i>	RANDHAWA, K B	1	100	SP'17	51	0	51	X	
PACS 24 - Freshman Seminar	<i>The course will offer a critical interdisciplinary study of geo-political regions and the sources of their conflicts.</i>	ZOOK, D C	3	25	SP '17	15	0	15		

<b>Philosophy</b>										
PHILOS 25A - Ancient Philosophy	<i>This course is an introduction to ancient Greek philosophy. Most of the course will be devoted to the thought of Socrates (469-399 BCE), Plato (427-347), and Aristotle (384-322). We will also look briefly at the Presocratics and the Sophists, and at the major philosophical movements of the Hellenistic period: the Epicureans, Stoics, and Sceptics.</i>	CLARKE, T	4	25	FA '16	201	0	201	X	X
<b>Political Science</b>										
POLSCI 2 - Intro to Comparative Politics	<i>This course aims to furnish students with the tools needed to study politics and society in comparative perspective. The first part of the course introduces concepts and methods of comparative analysis and examines core assumptions about human nature that underpin social scientists' thinking. The second part investigates the variety of political regimes under which people live around the world. Third, we will consider the factors that influence which type of political regime prevails in particular national settings. The fourth section focuses on economic development.</i>	NASEEMULLAH, A	4	25	FA' 16	28	0	28	X	X
POLSCI 126A - International Political Economy	<i>Economic concepts in the study of international political behavior. Political concepts influencing the choice of economic policies.</i>	NASEEMULLAH, A	4	25	FA' 16	28	0	28	X	X

POLSCI 145A - South Asian Politics	<i>A comparative analysis of development and change in the political systems of contemporary South Asia.</i>	CHHIBBER, P	4	100	SUM '17	114	0	114	X	X
POLSCI 149E - Topics in Area Studies	<i>This course will focus on the transformative process through which the nations of contemporary Southeast Asia have confronted political crises and instability and the various levels of success with which they have attempted to implement comprehensive programs of reform. This course will analyze several different areas of political activity, such as: state-led initiatives (political economy) regarding development and resource distribution; citizen and opposition movements both within and outside formal state institutions which seek to influence, alter, or overturn state action and policy; institution-building and the cultivation of social capital; and regional and transnational flows of capital and labor which act in alliance with or in opposition to national economic institutions. After a general overview of Southeast Asia as a regional political theater, we will turn our attention to a series of in-depth case studies.</i>	BASU, A	4	25	FA '16	160	0	160	X	X

POLSCI 191 - Junior Seminar	<i>This course focuses on understanding the causes and consequences of state fragility in different parts of the world. Students who enroll in the course will examine a variety of policy options for helping fragile or failing states to build state capacity in areas such as security and public services. The course will afford students a unique opportunity to participate in international collaboration.</i>	CHHIBBER, P	4	50	FA' 16	13	0	13	X	X
POLSCI 196 - Special Research Project	<i>Special research supervised by faculty in the area of Political Science</i>	CHHIBBER, P	1	50	FA' 16	1	0	1		
POLSCI 197 - Field Study	<i>Field study supervised by faculty in the area of Political Science</i>	ZOOK, D C	2	50	FA' 16	1	0	1		
					SP' 17	2	0	2		
POLSCI 198 - Directed Group Study	<i>Directed group study by faculty in the area of Political Science</i>	ZOOK, D C	1	50	FA' 16	23	0	23		
POLSCI 292 - Directed Advanced Study	<i>Open to qualified graduate students wishing to pursue special study and research under direction of a member of the staff.</i>	CHHIBBER, P	6.33	50	SP '17	0	3	3	X	X
POLSCI 296 - Directed Dissertation Research	<i>Open to qualified students advanced to candidacy for the Ph.D. degree.</i>	CHHIBBER, P	12	50	FA '16	0	1	1	X	X
<b>Public Policy</b>										
PUBPOL 297 - Graduate Student Led Course in Public Policy	<i>Course examines current problems and issues in the field of public policy. Topics vary from year to year.</i>	SHETTY, S	1	50	FA '16	0	21	21	X	X



<b>Slavic Languages and Literatures</b>										
SLAVIC 131 - Literature, Art, and Society in 20th-Century Russia	<i>The literary and artistic avant-garde of the early twentieth century was the most radical expression of European modernism in literature and art. We will be focusing on the four most forceful and creative of the literary movements to have swept through Europe between the 1910's and the 1930's: Italian and Russian futurism, dada in Zurich and Paris, Soviet constructivism, and French surrealism. We will be reading (and sometimes performing!) avant-garde poetry, literary manifestoes, short performance texts, experimental fiction and memoirs. We will also be paying some attention to parallel developments in the visual arts and cinema.</i>	RAM, H	4	25	FA '16	12	0	12	X	X
SLAVIC 299 - Directed Research	<i>Graduate student research in the field of Slavic studies and literature</i>	RAM, H	9	25	FA '16	0	1	1	X	X
<b>South and Southeast Asian Studies</b>										
BANGLA 101A - Intermediate Bengali	<i>Students are expected to be able to read, with the aid of a dictionary, modern Bengali literature, and speak at a "high-intermediate" level by the end of the year. There will be viewing of Bengali videos at a mutually agreed upon time and in class from time to time.</i>	BASU, A	5	100	FA '16	7	1	8	X	X

BANGLA 101B - Intermediate Bengali	<i>Students are expected to be able to read, with the aid of a dictionary, modern Bengali literature, and speak at a "high-intermediate" level by the end of the year. There will be viewing of Bengali videos at a mutually agreed upon time and in class from time to time.</i>	BASU, A	5	100	SP '17	10	1	11	X	X
HINURD 1A - Introductory Hindi	<i>Hindi writing systems. Survey of grammar. Graded exercises and readings drawn from Hindi literature, leading to mastery of grammatical structures and essential vocabulary and achievement of basic reading and writing competence.</i>	SIRASAO, PRANJALI	5	100	FA '16	14	2	16	X	X
						15	2	17		
HINURD 1B - Introductory Hindi	<i>Hindi writing systems. Survey of grammar. Graded exercises and readings drawn from Hindi literature, leading to mastery of grammatical structures and essential vocabulary and achievement of basic reading and writing competence.</i>	SIRASAO, PRANJALI	5	100	SP '17	12	4	16	X	X
HINURD 2A - Introductory Urdu	<i>The course concentrates on developing skills in reading, writing, speaking, and aural comprehension. Evaluation is based on attendance, written homework assignments, quizzes, dictations, and examinations. Conventional teaching materials may be supplemented by popular songs and clips from contemporary Indian cinema.</i>	BRUCE, GREGORY	4	100	FA '16	16	3	19	X	X

HINURD 2B - Introductory Urdu	<i>The course concentrates on developing skills in reading, writing, speaking, and aural comprehension. Evaluation is based on attendance, written homework assignments, quizzes, dictations, and examinations. Conventional teaching materials may be supplemented by popular songs and clips from contemporary Indian cinema. Conventional teaching materials may be supplemented by popular songs and clips from contemporary Indian cinema.</i>	BRUCE, GREGORY	5	100	SP '17	11	1	12	X	X
HINURD 100A - Intermediate Hindi	<i>This course acquaints students with representative readings from Hindi texts on pivotal cultural issues from a wide variety of sources, to enable them to acquire cultural competence in the language. Systematic training in advanced grammar and syntax, reinforced by exercises in composition, both oral and written. Special attention to developing communication skills.</i>	SIRASAO, PRANJALI	4	100	FA '16	17	2	19	X	X
HINURD 100B - Intermediate Hindi	<i>This course acquaints students with representative readings from Hindi texts on pivotal cultural issues from a wide variety of sources, to enable them to acquire cultural competence in the language. Systematic training in advanced grammar and syntax, reinforced by exercises in composition, both oral and written. Special attention to developing communication skills.</i>	SIRASAO, PRANJALI	4	100	SP '17	9	1	10	X	X

HINURD 101A - Readings Modern Hindi	<i>This course is designed for students who have already achieved an intermediate level of proficiency in speaking, reading, and writing Hindi. Its objective is to move students toward a greater level of fluency in each of these key areas. Students will be introduced to a variety of contemporary literary genres. Weekly readings and discussions will be on short stories, poems, and dramatic sketches from representative authors. These readings focus on various social, cultural, political, and historical aspects of Indian society. The class will be conducted entirely in Hindi and students will acquire language skills sufficient to approach literary texts on their own.</i>	JAIN, U	3	100	FA' 16	6	0	6	X	X
HINURD 101B - Readings Modern Hindi	<i>This course is designed for students who have already achieved an intermediate level of proficiency in speaking, reading, and writing Hindi. Its objective is to move students toward a greater level of fluency in each of these key areas. Students will be introduced to a variety of contemporary literary genres. Weekly readings and discussions will be on short stories, poems, and dramatic sketches from representative authors. These readings focus on various social, cultural, political, and historical aspects of Indian society. The class will be conducted entirely in Hindi and students will acquire language skills sufficient to approach literary texts on their own.</i>	JAIN, U	3	100	SP' 17	6	0	6	X	X

HINURD 103A - Intermediate Urdu	<i>Introduces various types of written and spoken Urdu; vocabulary building, idioms, and problems of syntax; and conversation. Reading of selected fiction and nonfiction in modern Urdu, including fables, short stories, and poetry. Exercises in grammar, conversation, and composition.</i>	BRUCE, GREGORY	4	100	FA '16	8	1	9	X	X
HINURD 103B - Intermediate Urdu	<i>Introduces various types of written and spoken Urdu; vocabulary building, idioms, and problems of syntax; and conversation. Reading of selected fiction and nonfiction in modern Urdu, including fables, short stories, and poetry. Exercises in grammar, conversation, and composition.</i>	BRUCE, GREGORY	4	100	SP'17	9	1	10	X	X
HINURD 104B - Advanced Urdu	<i>Reading of Urdu prose and poetry in a variety of literary and scholarly styles; composition. Topics in advanced grammar; designed to improve proficiency in speaking, listening, reading, and writing. Students will be expected to converse in a clearly participatory fashion, initiate, sustain, and bring to closure a wide variety of communicative tasks using diverse language strategies.</i>	BRUCE, GREGORY	3	100	SP'17	6	1	7	X	X
HINURD 221 - Hindi Literature	<i>The course will focus on Hindi literature from the pre-modern and the modern periods. Topics will vary from year to year. Students will be expected to write a 25-30 page research paper.</i>	PARAMSAVIAN, V	4	100	FA' 16	0	2	2	X	X
					SP' 17	0	3	3		

PUNJABI 1A - Introductory Punjabi	<i>Gurmukhi script. Survey of grammar. Graded exercises, leading to a mastery of basic language patterns, essential vocabulary, and achievement of basic reading and writing skills.</i>	UBHI, UPKAR	5	100	FA '16	13	0	13	X	X
PUNJABI 1B - Introductory Punjabi	<i>Gurmukhi script. Survey of grammar. Graded exercises, leading to a mastery of basic language patterns, essential vocabulary, and achievement of basic reading and writing skills.</i>	UBHI, UPKAR	5	100	SP'17	11	0	11	X	X
PUNJABI 100A - Intermediate Punjabi	<i>Focus on reading, writing and speaking Punjabi more fluently in formal and informal contexts. Selected readings vary every semester. These form the starting point to stimulate students' own writings which include a long interview with a Punjabi elder from the wider community. These may be recorded in the students' own voices and form a contribution to the ongoing "Punjabi Voices" project. Review of grammar provided as needed in addition to the introduction of more complex grammatical structures.</i>	UBHI, UPKAR	5	100	FA '16	10	1	11	X	X

PUNJABI 100B - Intermediate Punjabi	<i>Focus on reading, writing and speaking Punjabi more fluently in formal and informal contexts. Selected readings vary every semester. These form the starting point to stimulate students' own writings which include a long interview with a Punjabi elder from the wider community. These may be recorded in the students' own voices and form a contribution to the ongoing "Punjabi Voices" project. Review of grammar provided as needed in addition to the introduction of more complex grammatical structures.</i>	UBHI, UPKAR	5	100	SP '17	6	1	7	X	X
SANSKR100A - Elementary Sanskrit	<i>The focus of Sanskrit 100AB is to introduce students to Sanskrit grammar, with a goal of developing the skills necessary to read basic, simple Sanskrit texts. Sanskrit 101A covers lessons 1–12 of the Devavāṇīpraveśikā [Robert P. Goldman and Sally J. Sutherland Goldman, 2004], including, the script, sandhi, the present system [vartamāne prayoga], the karmanī and bhāve prayoga-s, the laṭ, lañ, and the loṭ, and bhūte kṛdanta-s, and past active participles, nominal stems in –a/ā, i/ī, u/ū, an, aḥ, iḥ, uḥ, ant, [t]r, and in [for all genders]. Also covered are participles, relative and correlative constructions, questions, and a number of idioms, as well as tatpuruṣa [including nañ, prādi and gati, and upapada samāsas] and karmadhāraya samāsas.</i>	GOLDMAN, SALLY	5	100	FA '16	6	3	9	X	X

SANSKR 100B - Elementary Sanskrit	<i>The focus of Sanskrit 100AB is to introduce students to Sanskrit grammar, with a goal of developing the skills necessary to read basic, simple Sanskrit texts. Students are expected to memorize for recitation one or more verses per week. Emphasis is placed on correct prosody and pronunciation.</i>	GOLDMAN, S J	5	100	SP '17	3	2	5	X	X
SANSKR 101A - Intermediate Sanskrit	<i>Introduces students to the itihasa/puraic traditions and related commentarial style of Sanskrit. An extended passage from Valmiki's Ramayana, Vyasa's Mahabharata, or one of the Mahapuranas is normally read with commentary, if available. The development of strong reading skills is the focus of the class. Additionally, students are introduced to the use of hard copy and web-based resources. Grammar is reviewed and explained as needed. Students are also introduced to the current scholarship on epic literature.</i>	GOLDMAN, S J	5	100	SP '17	5	3	8	X	X
SANSKR 101B - Intermediate Sanskrit	<i>Introduces students to Sanskrit sastra and related commentary. Reading selections are generally taken from either the grammatical (vyakaraada), literary critical (alakarasatra) or the philosophical (darsana) tradition, including such works as Mahabhasya, Tarkasagraha, Kavyadarsa, etc. Reading skills and familiarity with resources - hard copy and web-based - as well as current trends and scholarship in the relevant areas are emphasized.</i>	GOLDMAN, S J	4	100	SP '17	1	4	5	X	X



SANSKR 200A - Sanskrit Literature	<i>Advanced readings in Sanskrit literature, including Sanskrit ornate poetry with emphasis on the canons of poetic analysis of the Indian aesthetic tradition.</i>	GOLDMAN, R P	4	100	FA '16	0	4	4	X	X
SANSKR 200B - Sanskrit Literature	<i>Advanced readings in Sanskrit literature, including Sanskrit ornate poetry with emphasis on the canons of poetic analysis of the Indian aesthetic tradition.</i>	GOLDMAN, R P	4	100	SP '17	0	5	5	X	X
SASIAN 1A - Introduction to the Civilization of Early India	<i>This course offers a broad historical and cultural survey of the civilizations of the Indian subcontinent from the earliest period known to archaeology to the advent of Islam as a major cultural and political force around the 13th century CE. Attention will be paid to the geography and ethnography of the region, its political history, and to the religious, philosophical, literary, scientific, and artistic movements that have shaped it and contributed to its development as a unique, diverse, and fascinating world civilization. Lectures, readings, and class discussions will center on salient texts, broadly defined, that have characterized major cultural, religious, and political formations from the earliest antiquity to the late medieval period. This course is open to all interested students and is required for those majoring or minoring in South Asian Studies.</i>	VON ROSPATT, A	4	100	FA '16	56	0	56	X	X

SASIAN 1B - Intro to the Civilization of Medieval and Modern India	<i>This course offers a broad historical and cultural survey of the civilizations of the Indian subcontinent from the 12th century to partition of India in 1947. Attention will be paid to the geography and ethnography of the region, its political history, and the religious, philosophical, literary, and artistic movements that have shaped it and contributed to its development as a unique, diverse, and fascinating world civilization. Lectures, readings, and class discussions will center on salient texts, broadly defined, that have characterized major cultural, religious, and political formations from the medieval period to the 20th century.</i>	FARUQUI, M D	4	100	SP '17	49	0	49	X	X
SASIAN R5A - Great Books of India	<i>This course is devoted to a study of selected literary texts set in various regions of Southeast Asia. The readings will include works by foreign authors who lived and traveled in Southeast Asia and translations of works by Southeast Asian writers. These texts will be used to make comparisons and observations with which to characterize coloniality, nationalism, and postcoloniality.</i>	WHITTINGTON, R D	4	100	FA '16	18	0	18	X	X
		GOMEZ, K	4	100	FA '16	18	0	18		
		GOLDMAN, R P	4	100	FA '16	18	0	18		
		MAITLAND, P & GOLDMAN, R P	4	100	SUM '17	13	1	14		

SSEASN R5A - Self, Representation, and Nation	<i>This course is devoted to a study of selected literary texts set in various regions of Southeast Asia. The readings will include works by foreign authors who lived and traveled in Southeast Asia and translations of works by Southeast Asian writers. These texts will be used to make comparisons and observations with which to characterize coloniality, nationalism, and postcoloniality.</i>	GOLDMAN, R P	4	100	FA '16	24	0	24	X	X
						19	0	19		
						18	0	18		
SASIAN R5B - India in the Writer's Eye	<i>This course explores landscape and memory in South Asia, with a focus on Bengal. Landscapes evoke wonder and nostalgia on the one hand, and exploitation, displacement, and cultural appropriation on the other. We will look at landscape in relation to conflicting constructions of the "folk," the dalit ("oppressed") and the adibasi (indigenous), the "traditional" and the "modern."</i>	GOLDMAN, R P	4	100	SP '17	18	0	18	X	X
		GOLDMAN, R P	4	100	SP '17	16	0	16		
		GOLDMAN, R P	4	100	SP '17	18	0	18		
		TOMPKINS, C	4	100	SP '17	16	0	16		
SSEASN R5B - Under Western Eyes	<i>In this course, the student will read selections from the large body of scholarly texts that have been written about Southeast Asia. Expository and argumentative essays by premier scholars such as Sir Thomas Stamford Raffles, Margaret Mead, Clifford Geertz, and Benedict Anderson will be examined. Discussions will cover a broad range of theoretical issues including power, gender, and space.</i>	SCALICE, J P	4	100	SP '17	21	0	21	X	X
		COLLINS, R	4	100	SP '17	22	0	22		
		GOLDMAN, R P	4	100	SP '17	18	0	18		

SSEASN 24 - Freshman Seminar: African American Legacies of the Vietnam War	<i>Compared to other U.S. troops, African Americans suffered disproportionately high losses in the Vietnam War (known in Vietnam as the American War). As people of color, they were wooed by Vietnamese Communist propaganda, and suffered racism both on US military bases and on their return home. These experiences - alongside stories of camaraderie, courage, longing, loss, PTSD, and the search for belonging – have generated a diverse array of testimonies and representations.</i>	EDWARDS, P	1	25	FA '16	13	0	13	X	X
SSEASN C52 - Introduction to the Study of Buddhism	<i>This introduction to the study of Buddhism will consider materials drawn from various Buddhist traditions of Asia, from ancient times down to the present day. However, the course is not intended to be a comprehensive or systematic survey; rather than aiming at breadth, the course is designed around key themes such as ritual, image veneration, mysticism, meditation, and death. The overarching emphasis throughout the course will be on the hermeneutic difficulties attendant upon the study of religion in general, and Buddhism in particular.</i>	SHARF, R H	4	50	FA '16	25	0	25	X	X

SSEASN 84 - Sophomore Seminar: Southeast Asian Film	<i>In this seminar we will examine contemporary Southeast Asian society and culture through the lens of contemporary Southeast Asian films from two countries -- Vietnam and the Philippines. In discussions about the films in class we will seek to understand how these films mirror modern and traditional aspects of the societies in which they were produced. We will also consider the films as examples of current world cinema and vehicles of storytelling. In their four page papers for each section of the course, students will address the above broad issues (referencing class discussions when appropriate) in relation to their own experiences and opinions, focusing either on one film or comparing two or three from the same country.</i>	BARRIOS- LEBLANC, M	2	25	FA '16	12	0	12	X	X
SASIAN 110 - Introduction to Hinduism	<i>The course will provide through lecture, discussion and course readings a comprehensive introduction to the major texts, doctrines, beliefs and practices of classical Hinduism from antiquity to modernity. Special emphasis will be placed on Vedic and Āgamic traditions and on the rise and development of the major Hindu sampradāyas, including those of Vaiṣṇavism, Śaivism, Śaktism and Tantrism. Attention will be paid to Hinduism's relationships with non Hindu traditions of South Asia, the rise of political Hinduism and Hinduism in the Indian Diaspora.</i>	PARAMASIVAN, V	4	100	SP '17	56	0	56		

SASIAN C113 - Buddhist Thought in India	<i>This course is an advanced introduction to the major teachings of Indian Buddhism and their philosophical elaborations. We will cover the core tenets attributed to the Buddha, and the later doctrinal and scholastic developments that turned Buddhism into one of the principal philosophical traditions of India. For this we will read select primary sources—in principle, extracts of the scriptures and later treatises—and academic articles and book chapters. Rather than offering a broad introductory survey of Buddhist traditions across space and time, this class is geared towards students who are already familiar with the basics of Buddhism and want to deepen their understanding of the principal teachings of Buddhism originating in India.</i>	LIN, Q	4	100	FA '16	1	0	1		
SASIAN C114 - Tibetan Buddhism	<i>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</i>	RONIS, J M	4	25	FA '16	8	0	8	X	X

SASIAN 128 - Religious Movements in Modern India	<i>This course considers the co-option, reinterpretation and dissemination of sacred texts and religious practices in various political and cultural projects in India during the colonial and post-colonial periods. Students will be introduced to religious “reform” movements, cross-cultural debates during the colonial period, and how the concept of a secular state in post-Independence India has shaped and continues to shape religious practice and public policy. Important themes include transformations in the role of women, debates around caste and “untouchability”, and religious conversions. Although the emphasis is on Hindu traditions, attention will also be given to other Indian traditions such as Islam, Christianity and Buddhism.</i>	PARAMASIVAN, V	4	100	FA '16	20	1	21		X
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SASIAN 140 - Hindu Mythology	<i>Literary and religious aspects of Hindu myths. Reading of selected mythological texts in translation.</i>	PILLAI, S & GOLDMAN, R	4	100	FA '16	68	0	68	X	X
SASIAN 140 - Hindu Mythology	<i>In this course we will study literary and religious aspects of Hindu myths. Through the reading of primary sources in translation, the course covers the main divinities and many mythological themes of early Vedic as well as later Puranic literature. We will follow the development of mythology from the Rg Veda to the epics—The Mahabharata and the Ramayana—and up to the classical mythology of the Sanskrit Puranas.</i>	GONZALEZ-REIMANN, L	4	100	SUM '17	6	2	8	X	X



SASIAN 142 - India's Great Epics	<i>The course entails substantial selected readings from the great Sanskrit epic poems--the Mahabharata and the Ramayana in translation, selected readings from the corpus of secondary literature on Indian epic studies as well as lectures on salient issues in both. Discussion will focus on a variety of historical and theoretical approaches to the study of the poems and their extraordinary influence on Indian culture. Readings will be supplemented with selected showings of popular cinematic and television versions of the epics.</i>	GOLDMAN, R P	4	100	SP '17	104	0	104	X	X
SSEASN 148 - Philippines: History, Literature, Performance	<i>The course focuses on Philippine history through literature and performance. Among the texts to be discussed are: traditional forms (rituals, poetry, songs, dances) that give insights to belief systems and economic, political, and social life during the indigenous or precolonial period; performance and literary forms that were instruments both of colonial conquest and anti-colonial movements; and theater and literature that participated in discourse on agrarian issues, labor, martial law and militarism, gender rights, academic freedom, and human rights.</i>	BARRIOS-LEBLANC, M	4	25	SUM '17	25	0	25	X	

SSEASN 160 - Philippine Cultural Politics	<i>The course focuses on literary, visual, and performance texts that participated in political discourses in the Philippines. Among the questions the course addresses are the following: How did social movements influence these texts, and in turn, how did these literary, visual and performing texts contribute to these social movements? What strategies did the writers and artists employ in their works? How did writers and artists face issues of censorship and persecution? How were these works informed by popular culture, and consequently how did they interrogate popular cultural forms?</i>	BARRIOS-LEBLANC, M	4	25	SUM '17	24	0	24	X	
SEASIAN 137 - Islam & Society in Southeast Asia	<i>Indonesia is the nation with the world's largest Muslim population, and Malaysia and the southern Philippines are regions with vibrant Islamic traditions. Islam has been essential in the development of Southeast Asian cultures, literatures, and arts for over seven hundred years, and Southeast Asian Islam is intimately tied to the Islamic world. This upper-division undergraduate course will be an investigation into key discourses on the cultures and politics of Islam in Southeast Asia. We will consider the majority Muslim nations of Indonesia and Malaysia, and will also explore the struggles of Islam as a minority religion in the Philippines and Thailand.</i>	HADLER, J A	4	25	FA '16	15	0	15		

SSEASN C145 - Buddhism in Contemporary Society	<i>A study of the Buddhist tradition as it is found today in Asia. The course will focus on specific living traditions of East, South, and/or Southeast Asia. Themes to be addressed may include contemporary Buddhist ritual practices; funerary and mortuary customs; the relationship between Buddhism and other local religious traditions; the relationship between Buddhist institutions and the state; Buddhist monasticism and its relationship to the laity; Buddhist ethics; Buddhist "modernism," and so on.</i>	VON ROSPATT, A	4	100	SP '17	36	0	36	X	
SSEASN 198E - Directed Group Study	<i>Directed undergraduate group study by faculty in the areas of South and Southeast Asian Studies</i>	EDWARDS, P	1	100	FA '16	6	0	6	X	
SSEASN 199 - Supervised Independent Study	<i>Supervised undergraduate research in topics related to the Philippines and South and Southeast Asian Studies</i>	BARRIOS-LEBLANC, M	4	25	SUM '17	1	0	1		
SSEASN 199C - Supervised Independent Study	<i>Independent study for undergraduate students in the area of Hindi-Urdu</i>	BRUCE, G M	1 to 4	100	FA '16	1	0	1	X	
SSEASN 199E - Supervised Independent Study	<i>Independent study for undergraduate students in the area of Southeast Asian Studies</i>	EDWARDS, P	1 to 4	100	FA '16	6	0	6		

SASIAN C215 - Readings in Indian Buddhist Texts	<i>This graduate seminar focuses on reading a wide spectrum of Indian Buddhist texts in the Sanskrit (or Pali) original introducing the students to different genres, and different aspects of Indian Buddhism. The students taking the course for two units (rather the four) will be expected to prepare thoroughly every week for the reading of Buddhist texts in the original. They will also be expected to read all related secondary literature that is assigned to supplement the study of the primary source material. In contrast to the students taking the course for four units, they will not be expected to write a term paper or to prepare special presentations for class.</i>	VON ROSPATT, A	2.67	100	SP '17	0	3	3		
SSEASN C220 - Seminar in Buddhism and Buddhist Texts	<i>Content varies with student interests. The course will normally focus on classical Buddhist texts that exist in multiple recensions and languages, including Chinese, Sanskrit, and Tibetan.</i>	VON ROSPATT, A	2.67	50	FA '16	0	3	3		

SASIAN C224 - Readings in Tibetan Buddhist Texts	<i>This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts.</i>	DALTON, J	2	25	FA' 16	0	2	2	X	X
			4	25	SP '17	0	2	2		
SSEASN 250 - Seminar in South and Southeast Asian Studies	<i>Drawing on a broad cross-section of theoretical and methodological approaches this course will interrogate some of the key historiographical debates that have shaped our understanding of the place of Islam and Muslims in pre-1750 Indian history. This class expects participants to not only consider the ways in which knowledge gets constituted and its impacts (both within academia and beyond) but also the question of historical method itself.</i>	FARUQUI, M D	3.75	100	FA '16	0	8	8	X	
			4	100	SP '17	0	6	6		

SSEASN 250 - Seminar in South and Southeast Asian Studies	<i>This graduate seminar will be an introduction to debates and current research on the histories, cultures, and literatures of Southeast Asia. We will discuss historiographical efforts to conceptualize and teach about the region as a bounded field of study. Attention will be paid to the different approaches that Southeast Asian, European, American, and Japanese scholarship have taken to Southeast Asian Studies. We will analyze the place of religion, of race, of colonialism, of “the Chinese” and other minorities, of gender, and of pre-colonial “tradition” in Southeast Asianist discourse.</i>	HADLER, J A	3.6	100	FA '16	0	5	5	X	
SSEASN 290A - South Asian Studies	<i>Special studies for graduate students in South Asian Studies</i>	PARAMASIVAN, V	3	100	SUM '17	0	1	1		
SSEASN 290A - South Asian Studies	<i>Special studies for graduate students in South Asian Studies</i>	RAJ, BHARATHY SANKARA	4	100	FA '16	0	1	1	X	X
SSEASN 290E - Southeast Asian Studies	<i>Special studies for graduate students in Southeast Asian Studies</i>	HADLER, J A	4	50	FA '16	0	1	1	X	
SSEASN 290F - Sanskrit	<i>Special studies for graduate students in Sanskrit</i>	DALTON, J	3	100	SUM '17	0	1	1		
SSEASN 290F - Sanskrit	<i>Special studies for graduate students in Sanskrit</i>	GOLDMAN, R P	3	100	SUM '17	0	2	2		

SSEASN 299A - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within South and Southeast Asian Studies</i>	GOLDMAN, R P	12	100	FA '16	0	1	1	X	X
SSEASN 299A - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within South and Southeast Asian Studies</i>	FARUQUI, M D	12	100	FA '16	0	1	1	X	X
			5	100	SP '17	0	1	1		
SSEASN 299A - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within South and Southeast Asian Studies</i>	DALTON, J	12	100	SP '17	0	1	1	X	X
SSEASN 299B - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within South and Southeast Asian Studies</i>	HART, G L	12	100	FA '16	0	1	1	X	X
					SP '17	0	1	1		
SSEASN 299B - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within South and Southeast Asian Studies</i>	GOLDMAN, R P	12	100	SP '17	0	1	1	X	X
SSEASN 299C - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within Hindu-Urdu studies</i>	PARAMASIVAN, V	12	100	FA '16	0	1	1	X	X
					SP '17	0	1	1		
SSEASN 299C - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within Hindu-Urdu studies</i>	FARUQUI, M D	12	100	SP '17	0	1	1	X	X

SSEASN 299F - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within Sanskrit</i>	GOLDMAN, R P	9.33	100	FA '16	0	3	3	X	X
			3	100	SUM '17	0	1	1		
			9.75	100	SP '17	0	4	4		
SSEASN 299F - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within Sanskrit</i>	DALTON, J	2	100	FA '16	0	1	1	X	X
			3	100	SP '17	0	2	2		
SSEASN 299F - Dissertation Preparation and Related Research	<i>Graduate student research for dissertations on subjects within Sanskrit</i>	VON ROSPATT, A	3	100	SUM '17	0	1	1	X	X
			8	100	SP '17	0	1	1		
SSEASN 375 - Methods and Problems in Teaching South and Southeast Asian Studies	<i>Team-taught by a faculty member and an advanced graduate student instructor, this weekly seminar will expose GSIs to methods and potential problems in teaching. Building a syllabus, grading, teaching writing and reading comprehension, fairness in the classroom, maintaining enthusiasm, developing a professional teaching portfolio, and campus resources for special needs students will be covered. The seminar will include periodic videotaping and feedback within each student's classroom.</i>	FARUQUI, M D	3	100	FA '16	0	7	7		
SSEASN 601A - Individual Study for Masters Students	<i>Individual study for the comprehensive or language requirements in consultation with graduate advisor</i>	DALTON, J	3	100	FA '16	0	1	1	X	X
			4	100	SP '17	0	1	1		



SSEASN 601A - Individual Study for Masters Students	<i>Individual study for the comprehensive or language requirements in consultation with graduate advisor</i>	PARAMASIVAN, V	4	100	FA '16	0	1	1	X	X
SSEASN 601A - Individual Study for Masters Students	<i>Individual study for the comprehensive or language requirements in consultation with graduate advisor</i>	VON ROSPATT, A	7	100	FA '16	0	1	1	X	X
SSEASN 602A - Independent Study for Doctoral Students	<i>Independent study for doctoral candidates in the area of South and Southeast Asian Studies</i>	DALTON, J	6	100	FA '16	0	1	1	X	X
SSEASN 602C - Independent Study for Doctoral Students	<i>Independent study for doctoral candidates in the area of South and Southeast Asian Studies</i>	PARAMASIVAN, V	6	100	FA '16	0	1	1	X	X
SSEASN 602F - Independent Study for Doctoral Students	<i>Independent study for doctoral candidates in the area of South and Southeast Asian Studies</i>	VON ROSPATT, A	6	100	FA '16	0	1	1	X	X
SSEASN 602F - Independent Study for Doctoral Students	<i>Independent study for doctoral candidates in the area of South and Southeast Asian Studies</i>	GOLDMAN, R P	8	100	FA '16	0	1	1	X	X
			8	100	SP '17	0	1	1		
TAMIL 1A - Introductory Tamil	<i>The grammar of modern Tamil will be covered followed by readings in simple texts. Practice will also be given in spoken Tamil.</i>	RAJ, BHARATHY SANKARA	5	100	FA '16	8	1	9	X	X
Tamil 1B Introductory Tamil	<i>The grammar of modern Tamil will be covered followed by readings in simple texts. Practice will also be given in spoken Tamil.</i>	RAJ, BHARATHY SANKARA	5	100	SP '17	3	1	4	X	X
TAMIL 101A - Readings in Tamil	<i>Readings in advanced Tamil. Texts to be determined by the needs of the student.</i>	RAJ, BHARATHY SANKARA	4	100	FA '16	9	0	9	X	X

Tamil 101B Readings in Tamil	<i>Readings in advanced Tamil. Texts to be determined by the needs of the student.</i>	RAJ, BHARATHY SANKARA	4	100	SP '17	10	0	10	X	X
TAMIL 210A - Tamil Literature	<i>This course will introduce students to the history of poetic figuration (aṇi, alaṅkāram) in Tamil, both in its long and diverse theoretical tradition and in literary practice. Students will become familiar with key concepts in Tamil alaṅkāra theory and the relationship between these concepts and their Sanskrit counterparts. Class time will be divided between close reading of Tamil materials and discussion of these materials along with English-language secondary sources; students with limited Tamil reading knowledge who are interested in gaining a comparative perspective on Indian aesthetics are welcome to participate in the class with instructor approval.</i>	CLARE, J S	4	100	FA '16	0	3	3		X
TAMIL 210B - Tamil Literature	<i>In this advanced seminar, we will be reading literature by and about the ninth-century Tamil Vaiṣṇava poet-saint Nammālvār. Both primary and secondary readings will introduce students to Vaiṣṇava devotional literature in Tamil, and to the important role played by this poet-saint in the development of Vaiṣṇava literary traditions in South India.</i>	CLARE, J S	4	100	SP '17	0	2	2	X	

TELUGU 1A - Elementary Telugu	<i>This elementary level course focuses on progressive acquisition of language skills to communicate effectively in Telugu. It facilitates development of Listening, Speaking, Reading and Writing competence along with basic grammar.</i>	RAJ, BHARATHY SANKARA	4	100	FA '16	8	1	9	X	X
TELUGU 1B - Elementary Telugu	<i>This elementary level course focuses on progressive acquisition of language skills to communicate effectively in Telugu. It facilitates development of Listening, Speaking, Reading and Writing competence along with basic grammar.</i>	RAJ, BHARATHY SANKARA	4	100	SP '17	4	0	4	X	X
<b>Sociology</b>										
SOCIOLOG 198 - Directed Group Study	<i>Directed study of Sociology for undergraduates</i>	RAY, R	1	50	SP '17	9	0	9	X	X
SOCIOLOG 199 - Supervised Independent Study	<i>Independent study for graduate students on subjects within sociology</i>	RAY, R	2	50	SP '17	3	0	3	X	X
SOCIOLOG 295 - Independent Study	<i>Independent study for graduate students on subjects within sociology</i>	RAY, R	12	50	FA '16	0	1	1	X	X
SOCIOLOG 296 - Dir Diss Research	<i>Graduate student research for dissertations on subjects within sociology</i>	RAY, R	12	50	FA '16	0	4	4	X	X
SOCIOLOG 602 - Individual Study for Doctoral Students	<i>Independent study for graduate students on subjects within sociology</i>	RAY, R	12	50	FA '16	0	1	1	X	X

Project Goal 1: Expand impact of international and world area-specific educational opportunities for community colleges and Minority-Serving Institutions										
Performance Measures	Performance Measure Activities	Data Indicators	Frequency	Data Source	Baseline and Targets					
					BL	T1	T2	T3	T4	
1. Facilitate the construction of TWO online World History courses (WH pre-1500 and WH post-1500) for inclusion in the State of California's Online Exchange (the online course exchange among a consortium of 23 California community colleges).	1.a. Recruit community college instructors for participation in 4-year process.	1.a.i. Number of CC instructors recruited	annual	ORIAS reports	0	8	0	0	0	
		1.a.ii. Number of CC instructors who attend meetings and produce agreed-upon work.	annual	ORIAS reports	0	8	8	8	8	
	1.b. Produce 20 online instructional units for Canvass platform.	1.b.i. Number of online instructional units created and made freely available on Canvass platform.	annual	ORIAS reports	0	10	20	0	0	
	1.c. Submit 2 World History courses for approval to the California Online Exchange for community college courses.	1.c.i. Number of World History courses submitted to California Online Exchange.	annual	ORIAS reports	0	0	0	1	2	
2. Expand the reach of ORIAS activities to at least 40 <i>previously un-engaged</i> community college teachers by engaging teachers who have no prior experience with ORIAS activities.	2.a. Hold annual ORIAS Summer Institute for Community College teachers (with focus on global studies).	2.a.i. Number of community college educators who attend the summer institute.	annual	ORIAS reports	0	25	25	25	25	
		2.a.ii. Number of participants at each institute who are new to ORIAS activities.	annual	ORIAS reports	0	5	5	5	5	
	2.b. Hold ORIAS small-group, short (2 - 4 hours) workshops.	2.b.i. Number of small-group workshops open to community college educators.	annual	ORIAS reports	0	12	12	12	12	
		2.b.i. Number of small-workshop participants who are new to ORIAS activities.	annual	ORIAS reports	0	5	5	5	5	

Project Goal 2: Provide international and world area-specific educational opportunities for k-12 teachers that meet new needs generated by statewide curricular changes.									
Performance Measures	Performance Measure Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Provide up to 160 k-12 teachers with access and training to use two significant campus resources: the Phoebe M. Hearst Museum of Anthropology and the Pacific Film Archive.	1.a. Hold ORIAS small-group workshops in collaboration with the Hearst Museum, the Pacific Film Archive.	1.a.i. Number of collaborative small-group workshops offered.	annual	ORIAS reports	0	4	4	4	4
		1.a.ii. Number of attendees at collaborative small group workshops each year.	annual	ORIAS reports	0	40	40	40	40
2. Facilitate greater k-12 teacher access to ORIAS programming by collaborating with local (i.e. greater Bay Area) district offices to create 8 international or world-area specific professional development opportunities <i>within</i> districts.	2.a. Contact at least 16 local district offices to explore opportunities for collaborative PD programming.	2.a.i. Number of district offices contacted.	annual	Orias reports	0	4	4	4	4
	2.b. Develop 8 international or world-area specific PD opportunities in collaboration with districts.	2.b.i. Number of workshops developed in conjunction with district/county offices.	annual	Orias reports	0	2	2	2	2
3. Expand the reach of ORIAS activities to at least 60 <i>previously un-engaged</i> k-12 teachers by engaging teachers who have no prior experience with ORIAS activities.	3.a. Hold annual ORIAS Summer Institute for k-12 teachers.	3.a.i. Number of k-12 educators who attend the summer institute.	annual	Orias reports	0	25	25	25	25
		3.a.ii. Number of participants at each institute who are new to ORIAS activities.	annual	Orias reports	0	5	5	5	5

	3.b. Hold ORIAS small-group, short (2 - 4 hours) workshops.	3.b.i. Number of small-group workshops open to k-12 educators.	annual	Orias reports	0	12	12	12	12
		3.b.i. Number of small-workshop participants who are new to ORIAS activities.	annual	Orias reports	0	10	10	10	10

4. Support Bay Area teachers in the 6th, 7th and 10th grades in implementing the standards for global history through California History Social-Science (CA H-SS) online lesson development.	4.a. Hold one 5-day Summer Institute per year, for 6th, 7th and 10th grade teachers (one grade per year).	4.a.i. Number of Summer Institutes successfully held (cumulative)	annual	UCBHSP reports	0	1	2	3	4
	4.b. Recruit and facilitate three cohorts of teacher leaders for each year. 4 teachers per cohort, single grade.	4.b.i. Number of teacher leaders recruited, total for grades 6, 7, 10 (one grade per year, cumulative)	annual	UCBHSP reports	0	4	8	12	12
	4.c. Post materials to CA H-SS website	4.c.i. Number of course outlines (cumulative)	annual	UCBHSP reports	0	3	6	9	9
		4.c.ii. Number of lesson plans posted to CA H-SS website (cumulative)	annual	UCBHSP reports	0	0	3	7	9

Project Goal 3: Increase the number of students being trained in language and area knowledge in areas of national need									
Performance Measures	Performance Measure Activities	Data Indicators	Data Source	Frequency	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase the number of area studies course offerings taught by renowned practitioners by 2 in this grant cycle	1.a. Offer a course on contemporary Pakistan	1.a.i. Number of courses	ISAS course listings	annual	0	0	1	0	1
	1.b. Offer a course on contemporary Bangladesh	1.b.i. Number of courses	ISAS course listings	annual	0	0	1	0	1
2. Increase by 10% the number of students taking Bangla language at all levels	2.a. Increase opportunities to conduct research or internships in Bangladesh	2.a.i. Number of internship opportunities	ISAS reports	annual	0	3	5	6	7
	2.b. Offer advanced Bangla by Year 3 in the grant cycle	2.b.i. Number of students enrolled in advanced Bangla	University enrollment data	annual	0	0	0	4	6



OFFICE OF THE VICE CHANCELLOR FOR RESEARCH  
119 CALIFORNIA HALL #1500

BERKELEY, CALIFORNIA 94720-1500

June 11, 2018

U.S. Department of Education  
International and Foreign Language Education Office

To Whom It May Concern:

As the Vice Chancellor for Research at the University of California, Berkeley, I write to express my strong support for the National Resource Center/Foreign Language and Area Studies grant proposal from UC Berkeley's Institute for South Asia Studies (ISAS), under the leadership of Director Munis Faruqui. ISAS is one of ten Organized Research Units (ORUs) at UC Berkeley that are devoted to aspects of international and area studies. ISAS has a wide reach of constituents across the campus, not only in the College of Letters and Science, but also in the professional schools (Public Health, Law, Journalism, Public Policy, Haas School of Business, etc.) and even in science areas such as the Colleges of Engineering and Natural Resources. This is the virtue of ORUs: they cross divisional lines to serve the entire campus and beyond.

I believe that ISAS' proposed NRC/FLAS project will serve the Department of Education well. ISAS has an excellent track-record of success and impact on a wide variety of stakeholders. Between 2014 and 2018, ISAS presented more than 279 events including lectures, films, cultural shows, theatre productions, workshops, and small and large conferences. Attendance at South Asian events over the last grant cycle was approximately 54,500. In addition, graduates affiliated with the ISAS go on to pursue employment at some of the top universities and institutions in the world. Furthermore, the director of ISAS, Munis Faruqui, was selected through a rigorous appointment process to head ISAS because of his leadership record on campus. Professor Faruqui has been strikingly successful in building up South Asian studies in recent years, with several philanthropic gifts and grants to ISAS, including spearheading the relationship with the US Department of State to re-establish an intensive Urdu training program in Pakistan. He is ideally positioned to lead the South Asia National Resource Center.


The proposed NRC/FLAS project plans to maintain and build upon their preeminence in South Asia language and area training involving units in the humanities and social sciences, engineering, and professional schools and colleges. Their already strong language programs focusing on the less commonly taught languages (LCTLs) of South Asia will be further enhanced by pedagogy training developed in partnership with the Berkeley Language Center on campus and the South Asia Summer Language Institute. Languages to be taught include Hindi, Urdu, Bengali, Punjabi, Tamil, Telugu, and Sanskrit. The ISAS will also increase their commitment to K-14 outreach with an enhanced plan that continues their successful partnership with the Office of Resources for International and Area Studies as well as introduces several new collaborations with minority serving institutions and community colleges. This project is especially important during this time where we are witnessing critical strategic, economic and cultural developments in South Asia and UC Berkeley's Institute for South Asia Studies

will continue to build its faculty, programs, and community linkages to remain one of the nation's premier resources for the understanding of this diverse region that is vital to US national interest. This would absolutely be a well-justified investment of federal funds.

UC Berkeley is well positioned to carry out and support the activities of the proposed NRC/FLAS program. In addition to the ORU structure, oversight provided by my office, and the considerable infrastructure for management of federal grants, we have the faculty, students, and resources to conduct research, teacher training, public outreach, and teaching of lesser-taught languages. The ISAS has one of the broadest programs in the country for the study of South Asia at both the undergraduate and graduate levels, complemented by an internationally recognized faculty and academic staff, a broad array of courses and degrees with extensive disciplinary and regional coverage, strong ties with professional schools and programs, and a firm commitment to outreach for educators, the media, businesses, and the general public. Indeed the goals of the NRC program align perfectly with the "teaching, research, and public service" mission of the University of California. We are committed to serving the national need for increased numbers of specialists with expertise in foreign languages and training in diverse cultures.

I hope you will consider funding this proposal.

Sincerely,

A handwritten signature in black ink that reads "Randy Howard Katz". The signature is fluid and cursive, with the first and last names being more prominent.

Randy Howard Katz  
Vice Chancellor for Research





**COLLEGE OF  
LIBERAL ARTS & SCIENCES**

**Department of Asian and Slavic  
Languages and Literatures**

Division of World Languages, Literatures and Cultures  
111 Phillips Hall  
Iowa City, Iowa 52242  
319-335-2151 Fax 319-335-2990

June 18, 2018

**Re: University of California, Berkeley's Application for Title VI Center for South Asia**

To Whom It May Concern:

Having taught the Hindi language and courses on South Asian history and culture for the past thirty-three years, and having served for the past eight as President of the American Institute of Indian Studies (of which all Title VI South Asia Centers are members), I am acutely aware of the enhanced opportunities for student progress, faculty research, and community engagement and outreach that Title VI grants have, for decades, facilitated at a number of institutions. But I am writing on behalf of the latest application of one of them because of my conviction that UC Berkeley's use of these federal funds has been extraordinarily innovative, entrepreneurial, and effective. I write as an outside observer, since I have never studied or taught at UC Berkeley, but with sincere admiration—tinged at times with envy—for what my colleagues at this public university have been able to accomplish: energetic private fundraising that has produced several endowed chairs, language programs, and centers for sub-regional research; a growing focus on South Asia as a whole rather than on simply a single regional power; and an amazingly rich array of free public programming—conferences, symposia, workshops, lectures, theater and dance performances, film festivals, art and photography exhibitions, and more. I feel that Berkeley's Institute for South Asia Studies (ISAS) truly deserves to be considered a “national resource.”

UC Berkeley has one of the oldest and most vibrant South Asia-focused programs in the country. Along with an excellent Department of South & Southeast Asian Studies, the interdisciplinary ISAS boasts more than sixty affiliated faculty drawn from across the university. Such numbers as well as the breadth of intellectual expertise is attested in the quality and variety of ISAS's programming. Every semester it hosts dozens of events, catering to a wide array of interests in the Humanities, Social Sciences, Law, Education, Journalism, Public Health, Environmental Design, and Business. With a historically strong focus on India, ISAS has recently done an excellent job of focusing attention on other countries in South Asia, with programming on Bangladesh, Nepal, and Pakistan that has benefited from dedicated centers, initiatives, and endowments. In addition to its outstanding programming, ISAS also plays a key role in supporting faculty, graduate, and undergraduate research (mostly through fellowship and internship opportunities) at UC Berkeley, language training through FLAS fellowships, salary support for various South Asian language lecturers, helping to fund the university's South Asia library collection, engaging in K-12 teacher training, and undertaking outreach to under-served and under-represented communities across northern California.

Over recent decades ISAS, has benefited from the leadership of a series of very effective Directors, including Professors Robert Goldman, Thomas Metcalf, Raka Ray, and Lawrence Cohen. The present Director, Prof. Munis Faruqi, is deeply involved in the running of the Institute, very responsive to faculty interests and initiatives, and mindful of South Asia-related developments on campus (for instance, new faculty hiring or programmatic developments in the departments and professional

schools). He also fully understands the centrality of raising money for ISAS through grants and donor outreach. At a time when there are questions about the levels of state and federal funding, he has proactively worked to sustain existing programs as well as endow new programs in hitherto overlooked areas of inquiry. With considerable fund-raising experience prior to becoming Director of ISAS—he raised over \$500,000 for various Urdu and Pakistan-related initiatives in addition to helping write a \$3.2 million grant for the Berkeley Urdu Language Program—Prof. Faruqui has the right skills to continue fund-raising for other ISAS priorities. These include building endowments for Punjabi and Telugu language instruction, creating a Center focused on Contemporary India, and launching initiatives that transcend regional/national boundaries including ones focused on: (a) health and the environment and (b) peace and security. Beyond intellectual vision, energy, and fundraising prowess, Prof. Faruqui also has an inclusive approach and the ability to work effectively with both faculty and staff. This skill has enabled the Institute to be administratively well run, and also a place wherein visitors such as myself feel both stimulated and welcome, and it is my understanding that ISAS also has, through its outreach, a notable impact on communities both around and beyond UC Berkeley.

Federal support—through grants such as Title VI—has been critical to ISAS’s success, and it is clear to me that ISAS has put these funds to excellent use. I can think of few investments in international studies by the federal government that offer a better return than Title VI centers in general, and UC Berkeley’s Institute for South Asia Studies stands out, in my mind, for what it has achieved in the past and promises to continue achieving in the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "Philip Lutgendorf".

Philip Lutgendorf  
Professor of Hindi and Modern Indian Studies



440 N. Wolfe Rd.  
Sunnyvale, 94085  
[www.opensv.org](http://www.opensv.org)

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US Department of Education  
International and Foreign Language Education Office

June 14th, 2018

To Whom it May Concern:

As President of the Organization of Pakistani Entrepreneurs of North America (OPEN) Silicon Valley, I am pleased to write this letter of support for UC Berkeley, Institute for South Asia Studies' (ISAS) application for the NRC/ FLAS grant proposal for the 2018-22 cycle. OPEN was formed in 1998 by a group of Pakistani American entrepreneurs and corporate executives. Our organization consists of corporate professionals, entrepreneurs, venture capitalists, banking professionals, social leaders and academics.

OPEN Silicon Valley focuses on the promotion of entrepreneurship and professional growth and caters to a community and members of professionals of over 4000 from south Asia in the Bay area. Over 2000 individuals with a drive to become entrepreneurs and leaders, attend our programs annually.

To my mind, no other university in the country has such a vibrant South Asia program that showcases a diverse event line up and critical discussions on Pakistan every semester. ISAS' Pakistan Initiative has supported numerous lectures, seminars, and courses-- all of which have exposed students and the community to this important, but often misunderstood region. Over the last several years, OPEN has been pleased to collaborate closely with the ISAS on several programs. In 2014, for example, we collaborated with the ISAS in bringing internationally renowned Pakistani writer, Mohsin Hamid to the Bay Area. Most notably, every year since 2016, we have worked closely with the ISAS on the U.S. Department of State funded Fulbright Pakistan Social Entrepreneurship and Re-entry Seminar.

The re-entry seminar is a program designed to prepare Pakistani Fulbright students, who are nearing the completion of their programs in the US, for their return to Pakistan. What is particularly commendable about this program is the showcasing of Social Enterprise as a career alternative for the students to put their core skills towards the betterment of Pakistani society. It has been an honor for us to partner with the ISAS on this program for the last three years and we have been thrilled to offer our networking, professional, as well as entrepreneurial resources to these Pakistani Fulbright returnees. I do hope that we will continue to do this in the future as this is a worthy endeavor and has high impact potential in the areas of both scholarship and entrepreneurship.



440 N. Wolfe Rd.  
Sunnyvale, 94085  
[www.opensv.org](http://www.opensv.org)

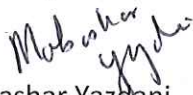
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Through our partnership, I have gotten to know Professor Munis Faruqui, the current Director of the ISAS. He clearly has the leadership and administrative skills necessary to lead the ISAS as it continues to grow and expand its offerings to not only the Berkeley campus, but to the larger Bay Area community.

In these difficult financial times, federal government support for programs like this is critical; the ISAS has made very good use of these funds in the past and will certainly continue to do so in the future. I wholeheartedly encourage continued investment in the ISAS at UC Berkeley as it continues its mission of promoting understanding of a region that is vital to US interests.

Sincerely,

Sincerely,

A handwritten signature in black ink that reads "Mobashar Yazdani".

Mobashar Yazdani

President

OPEN Silicon Valley

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Budget Justification

UC Berkeley PI:

(Munis Faruqi )

### SENIOR PERSONNEL:

Administration – Adele Perera – NRC admin assistance. She will commit 20% effort, at \$8,436 per year with a 3% increase of pay per year

Administrative activities charged to this grant are essential for the success of this grant and require significant activity outside the scope of normal job duties. These duties are the direct result of administering this award and would not be pursued otherwise. These vital grant-related activities are a combination of programmatic and technical duties, including: processing complex Institute financial transactions related to NRC activities, processing financial awards for fellowship recipients, and coordinating Institute travel and international visitor services for NRC-related travel for guest speakers and conference participants.

Programming- Puneeta Kala – NRC admin assistance. She will commit 30% effort, at \$17,458 per year with a 3% increase of pay per year

Programming- Adele Perera – NRC admin assistance. She will commit 30% of effort, at \$12,654 per year with a 3% increase of pay per year

Programming- Prachi Patel – NRC admin assistance. She will commit 16% of effort, at \$4,000 per year.

Library- Gabrielle Judilla– library assistance. She will commit 8% of effort, at \$2,000 per year

Language Instruction - Dr. Max Bruce – Urdu- Lecture 30%. At \$17,856 per year with a 3% increase of pay per year.

Language Instruction – Dr. Upkar Ubhi – Punjabi –Lecture 40%. At \$30,848 per year with a 3% increase of pay per year. .

Language Instruction – Dr. Abhijeet Paul – Bengali – Lecture 20%. At \$11,054 per year with a 3% increase of pay per year.

Language Instruction – Dr. Bharathy – Telugu – Lecture 20%. At \$16,410 per year with a 3% increase of pay per year.

Outreach - Puneeta Kala –She will commit 20% of effort, at \$11,639 per year with a 3%

increase of pay per year

Outreach – Sanchita Saxena- She will commit 15% of effort, at \$15,858 per year with a 3% increase of pay per year

*Salaries are based on 5/25/18 actual salaries and are projected to include a 3% annual cost-of- living adjustment (and merit, if applicable) effective each year.*

#### FRINGE BENEFITS:

The University of California, Berkeley Composite Fringe Benefit Rates (CFBR) have been reviewed and federally approved by the Department of Health and Human Services (DHHS) on 9/20/2017 for use by all fund sources for FY17. Rates beyond June 30, 2018 are estimates and are provided for planning purposes only. Future CFBR rates are subject to review and approval by DHHS on an annual or bi-annual basis. Fringe benefits are assessed as a percentage of the respective employee's salary. The benefit rates are as follows:

#### **UCB Composite Benefit Rates**

	<b>Approved</b>	<b>Projections for Planning Purposes ----- &gt;</b>		
<b>CBR Rate Group</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>
Academic	40.0%	40.0%	40.0%	40.0%
Staff	48.0%	48.0%	48.0%	48.0%
Limited	16.0%	16.0%	16.0%	16.0%
Students (Graduate and Undergraduate)	0.0%	0.0%	0.0%	0.0%

For more information, please see: <http://www.spo.berkeley.edu/policy/benefits/benefits.html>



TRAVEL:

Domestic: Total \$2,160 per year.

<b>Trips</b>	<b>Days</b>		<b>PI(s)</b>	<b>Student(s)</b>	
<b>2</b>	<b>4</b>		<b>2</b>	<b>0</b>	
<b>Airfare</b>	<b>Per Diem</b>		<b>Taxi</b>	<b>Conf. Reg. PI</b>	<b>Conf. Reg. Student</b>
\$1100	\$1060		\$	\$0	\$0

International: Total \$4,200 for year 1.

<b>Trips</b>	<b>Days</b>		<b>PI(s)</b>	<b>Student(s)</b>	
<b>1</b>	<b>10</b>		<b>0</b>	<b>0</b>	
<b>Airfare</b>	<b>Per Diem</b>		<b>Taxi</b>	<b>Conf. Reg. PI</b>	<b>Conf. Reg. Student</b>
\$1700	\$2500		\$	\$0	\$0

*International per diem rates can be found here: [https://aoprals.state.gov/web920/per\\_diem.asp](https://aoprals.state.gov/web920/per_diem.asp).*

SUPPLIES AND EXPENSES:

Supplies and expenses cost of \$68,273 is requested for the entire project period and will be used solely for the benefit of the research project as follows:

**Total Year 1:** \$21,062, for Library acquisitions (monographs, journals, slides and CD-Roms). ,office supplies, copying, communication, teacher workshops (NRC Absolute Priority 2) and Supplies specific to annual themes.

**Total Year 2:** \$18,417, for Library acquisitions (monographs, journals, slides and CD-Roms). ,office supplies, copying, communication, teacher workshops (NRC Absolute Priority 2) and Supplies specific to annual themes.

**Total Year 3:** \$16,397, for Library acquisitions (monographs, journals, slides and CD-



Roms). ,office supplies, copying, communication, teacher workshops (NRC Absolute Priority 2) and Supplies specific to annual themes.

**Total Year 4:** \$12,397, for Library acquisitions (monographs, journals, slides and CD-Roms). ,office supplies, copying, communication, teacher workshops (NRC Absolute Priority 2) and Supplies specific to annual themes.

#### OTHER DIRECT COSTS:

Supplies and expenses cost of 60,440 is requested for the entire project period and will be used solely for the benefit of the research project as follows:

**Total Year 1:** \$15,160, for visiting lecturers/Lecture series, annual Seminar/Workshop series, South Asia Summer Language Institute, AIIS MSI collaboration (NRC Competitive Preference Priority 1), South Asia Open Archive and Evaluation of the Center's programs

**Total Year 2:** \$17,160, for visiting lecturers/Lecture series, annual Seminar/Workshop series, South Asia Summer Language Institute, AIIS MSI collaboration (NRC Competitive Preference Priority 1), South Asia Open Archive and Evaluation of the Center's programs

**Total Year 3:** \$15,160, for visiting lecturers/Lecture series, annual Seminar/Workshop series, South Asia Summer Language Institute, AIIS MSI collaboration (NRC Competitive Preference Priority 1), South Asia Open Archive and Evaluation of the Center's programs

**Total Year 4:** \$12,960, for visiting lecturers/Lecture series, annual Seminar/Workshop series, South Asia Summer Language Institute, AIIS MSI collaboration (NRC Competitive Preference Priority 1), South Asia Open Archive and Evaluation of the Center's programs

#### TRAINING STIPENDS:

Total FLAS budget - Graduate Student payment budget for a total of \$1,326,000 is requested for the entire project period and will be used solely for the benefit of the research project.

The FLAS budget requests eight graduate awards each academic year and six awards each summer. Also, one undergraduate award each academic year and one award each summer. While this request pushes the limit of the recommended FLAS budget, we feel it is justified by strong demand.

### INDIRECT COSTS:

Per the sponsor's policy, indirect costs have been limited to 8% of total modify direct costs. UC Berkeley's federally negotiated indirect cost rate agreement can be found at:  
<https://spo.berkeley.edu/policy/fa2017.pdf>

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	TOTALS	Page Referen
<b>1. PERSONNEL</b>						
<b>A. Administrative</b>						
1. Program Assistant II, Adele Perera						
20% salary	\$8,436	\$8,689	\$8,950	\$9,218	\$35,293	
Composite Benefit Rate @ 48%	\$4,049	\$4,171	\$4,296	\$4,425	\$16,941	
<b>Subtotal Administration</b>	<b>\$8,436</b>	<b>\$8,689</b>	<b>\$8,950</b>	<b>\$9,218</b>	<b>\$35,293</b>	
<b>B. Programming</b>						
1. Program Rep II, Puneeta Kala						
30% salary	\$17,458	\$17,982	\$18,521	\$19,077	\$73,038	
Composite Benefit Rate @ 48%	\$8,380	\$8,631	\$8,890	\$9,157	\$35,058	
2. Program Assistant II, Adele Perera						
30% salary	\$12,654	\$13,034	\$13,425	\$13,827	\$52,940	
Composite Benefit Rate @ 48%	\$6,074	\$6,256	\$6,444	\$6,637	\$25,411	
3. Student Assistance, Prachi Patel						
(500 hours @ applicable rate)	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	
Composite Fringe Rate @0%	\$0	\$0	\$0	\$0	\$0	
<b>Subtotal Programming</b>	<b>\$34,112</b>	<b>\$35,015</b>	<b>\$35,946</b>	<b>\$36,904</b>	<b>\$141,977</b>	
<b>C. Library Staff</b>						
1. Student Assistance, Gabrielle Judilla						
a. Transfer print newspapers onto microfilm						
(400 hours @ applicable rate)	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	
Composite Fringe Rate @ 0%	\$0	\$0	\$0	\$0	\$0	
<b>Subtotal Library</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$8,000</b>	
<b>D. LCTL Instruction</b>						
1. Urdu lecturer (Full time)						
30% salary	\$17,856	\$18,392	\$18,943	\$19,512	\$74,703	
Composite Benefit Rate @ 40%	\$7,142	\$7,357	\$7,577	\$7,805	\$29,881	
2. Punjabi lecturer (Full time)						
40% salary	\$30,848	\$31,773	\$32,727	\$33,708	\$129,057	

( / ) = % annual salary paid by US/DE / % time devoted to Center

Budget - 1

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	TOTALS	Page Referen
Composite Benefit Rate @ 40%	\$12,339	\$12,709	\$13,091	\$13,483	\$51,623	
3. Bengali lecturer (Full time)						
20% salary	\$11,054	\$11,386	\$11,727	\$12,079	\$46,246	
Composite Benefit Rate @ 40%	\$4,422	\$4,554	\$4,691	\$4,832	\$18,498	
4. Telugu lecturer (Full time)						
20% salary	\$16,410	\$16,902	\$17,409	\$17,932	\$68,653	
Composite Benefit Rate @ 40%	\$6,564	\$6,761	\$6,964	\$7,173	\$27,461	
<b>Subtotal Instruction</b>	<b>\$76,168</b>	<b>\$78,453</b>	<b>\$80,807</b>	<b>\$83,231</b>	<b>\$318,659</b>	
<b>F. Outreach Staff</b>						
1. Program Rep II, Puneeta Kala						
Outreach activities						
20% salary	\$11,639	\$11,988	\$12,348	\$12,718	\$48,693	
Composite Benefit Rate @ 48%	\$5,587	\$5,754	\$5,927	\$6,105	\$23,373	
2. Vice Chair, Sanchita Saxena						
Outreach activities 15% salary	\$15,858	\$16,334	\$16,824	\$17,328	\$66,344	
Composite Benefit Rate @ 40%	\$6,343	\$6,533	\$6,730	\$6,931	\$26,538	
<b>Subtotal Outreach Staff</b>	<b>\$27,497</b>	<b>\$28,322</b>	<b>\$29,172</b>	<b>\$30,047</b>	<b>\$115,037</b>	
<b>TOTAL PERSONNEL</b>	<b>\$148,213</b>	<b>\$152,479</b>	<b>\$156,874</b>	<b>\$161,400</b>	<b>\$618,966</b>	
<b>2. FRINGE BENEFITS</b>						
Faculty Salaries @ composite rate ( Academic)	\$36,810	\$37,915	\$39,052	\$40,224	\$154,001	
Staff Salaries @ composite rate ( Staff)	\$24,090	\$24,812	\$25,557	\$26,324	\$100,783	
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>\$60,900</b>	<b>\$62,727</b>	<b>\$64,609</b>	<b>\$66,547</b>	<b>\$254,784</b>	
<b>3. TRAVEL</b>						
<b>A. Administrative Travel</b>						
1. Each year includes 1 traveler to AAS meeting for AIIS, AIBS, SASLI board meetings and 1 traveler to Univ. of Wisconsin S.Asia conference for SASLI meetings						
2 trips @ average \$550 ea.	\$1,100	\$1,100	\$1,100	\$1,100	\$4,400	

( / ) = % annual salary paid by US/DE / % time devoted to Center

Budget - 2

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	TOTALS	Page Referen
Estimated 4 days per diem @ \$ 265/day	\$1,060	\$1,060	\$1,060	\$1,060	\$4,240	
<b>B. Librarian travel to India for acquisitions</b>						
1. 2019/20: 1 trip @ \$1700	\$1,700	\$0	\$0	\$0	\$1,700	
estimate 10 days per diem @ \$250/day	\$2,500	\$0	\$0	\$0	\$2,500	
<b>TOTAL TRAVEL</b>	<b>\$6,360</b>	<b>\$2,160</b>	<b>\$2,160</b>	<b>\$2,160</b>	<b>\$12,840</b>	
<b>4. SUPPLIES</b>						
<b>A. Library</b>						
1. Library acquisitions (monographs, journals, slides and CD-Roms)	\$4,000	\$4,000	\$4,000	\$3,000	\$15,000	
<b>B. Office supplies, copying, communication</b>						
1. Newsletter	\$4,000	\$4,000	\$3,000	\$2,000	\$13,000	
2. Other supplies/Center operation (general office supplies including lecture supplies, computer software lecture/seminar equip. rental, equip maintenance, etc.)	\$5,000	\$4,000	\$3,500	\$2,000	\$14,500	
<b>C. Berkeley Language Center</b>						
1. Berkeley Language Center (lang. teacher trng. materials)	\$1,000	\$1,000	\$1,000	\$500	\$3,500	
<b>D. Teacher workshops (NRC Absolute Priority 2)</b>						
1. ORIAS workshops jointly with other Berkeley Title VI Centers	\$3,812	\$3,167	\$2,647	\$2,647	\$12,273	
2. UCBHSSP workshops, jointly with other Berkeley Title VI Centers (NRC Competitive Preference Priority 2)	\$1,250	\$1,250	\$1,250	\$1,250	\$5,000	40
<b>E. Supplies specific to annual themes</b>						
South Asia Art	\$2,000	\$0	\$0	\$0	\$2,000	
Investigative Reporting in South Asia	\$0	\$1,000	\$0	\$0	\$1,000	
Afro-Indian Ocean	\$0	\$0	\$1,000	\$0	\$1,000	
Tamil Visual Culture	\$0	\$0	\$0	\$1,000	\$1,000	
<b>TOTAL SUPPLIES</b>	<b>\$21,062</b>	<b>\$18,417</b>	<b>\$16,397</b>	<b>\$12,397</b>	<b>\$68,273</b>	
<b>5. OTHER</b>						
<b>A. Visiting lecturers/Lecture series</b>						
Professional service fees @ 3 x \$500. ea.	\$1,500	\$1,500	\$1,500	\$500	\$5,000	
Travel expenses 3 @ \$600 each	\$1,800	\$1,800	\$1,800	\$600	\$6,000	

( / ) = % annual salary paid by US/DE / % time devoted to Center

Budget - 3

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	TOTALS	Page Referen
<b>B. Annual Seminar/Workshop series</b>						
2018-19: South Asia Art						
Professional service fees @ 3 x \$500. ea.	\$1,500	\$0	\$0	\$0	\$1,500	
Travel exp: 3 @ \$600	\$1,800	\$0	\$0	\$0	\$1,800	
2. 2019-20: Investigative Reporting in South Asia						
Professional service fees 3 @ \$500. ea.						
Travel exp: 3 @ 600	\$0	\$1,500	\$0	\$0	\$1,500	
	\$0	\$1,800	\$0	\$0	\$1,800	
3. 2020-21: Afro-Indian Ocean						
Professional service fees 3 @ \$500. ea.						
Travel exp: 3 @ 600	\$0	\$0	\$1,500	\$0	\$1,500	
			\$1,800	\$0	\$1,800	
4. 2021-22: Tamil Visual Culture						
Professional service fees 3 @ \$500. ea.						
Travel exp: 3 @ 600	\$0	\$0	\$0	\$1,500	\$1,500	
	\$0	\$0	\$0	\$1,800	\$1,800	
<b>C. South Asia Summer Language Institute</b>						
NRC contribution to SASLI in collaboration with SALRC	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	
<b>D. AIIS MSI collaboration (NRC Competitive Preference Priority 1)</b>	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000	
<b>E. South Asia Open Archive</b>	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	
<b>F. Evaluation of the Center's programs</b>						
Professional service fee for evaluator	\$560	\$560	\$560	\$560	\$2,240	
Institute review		\$2,000			\$2,000	
<b>TOTAL OTHER</b>	<b>\$15,160</b>	<b>\$17,160</b>	<b>\$15,160</b>	<b>\$12,960</b>	<b>\$60,440</b>	
<b>TOTAL DIRECT COSTS</b>	<b>\$251,695</b>	<b>\$252,944</b>	<b>\$255,200</b>	<b>\$255,464</b>	<b>\$1,015,303</b>	
<b>INDIRECT COSTS @ 8 %</b>	<b>\$20,136</b>	<b>\$20,236</b>	<b>\$20,416</b>	<b>\$20,437</b>	<b>\$81,225</b>	
<b>TOTAL NRC COSTS</b>	<b>\$271,831</b>	<b>\$273,180</b>	<b>\$275,616</b>	<b>\$275,901</b>	<b>\$1,096,528</b>	

( / ) = % annual salary paid by US/DE / % time devoted to Center

Budget - 4

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	TOTALS	Page Referen
<b>FLAS BUDGET (all meet FLAS Competitive Preference Priority 1)</b>						47
<b>Academic year (graduate students)</b>						
8 awards each year						
Institutional Payment (@ \$18,000 each)	\$144,000	\$144,000	\$144,000	\$144,000	\$576,000	
Subsistence Allowance (@ \$15,000 each)	\$120,000	\$120,000	\$120,000	\$120,000	\$480,000	
<b>Academic year (undergraduate students)</b>						
1 award each year						
Institutional Payment (@ \$10,000 each)	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000	
Subsistence Allowance (@ \$5,000 each)	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	
<b>Total academic year</b>	\$279,000	\$279,000	\$279,000	\$279,000	\$1,116,000	
<b>Summer (graduate students)</b>						
5 awards each year						
Institutional Payment (@ \$5,000 each)	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	
Subsistence Allowance (@ \$2,500 each)	\$12,500	\$12,500	\$12,500	\$12,500	\$50,000	
1 award as NRC contribution to SASLI						
Institutional Payment (@ \$5,000 each)	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	
Subsistence Allowance (@ \$2,500 each)	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000	
<b>Summer (undergraduate student)</b>						
1 award each year						
Institutional Payment (@ \$5,000 each)	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	
Subsistence Allowance (@ \$2,500 each)	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000	
<b>Total summer</b>	\$52,500	\$52,500	\$52,500	\$52,500	\$210,000	
(If the institutional payment exceeds actual U.C. Berkeley fees, the remaining funds will be applied to additional FLAS grants.)						
(If U.C. Berkeley fees exceed the institutional payment, ISAS will pay the remaining amount out of non-Federal funds.)						
<b>TOTAL ACAD YR AND SUMMER FELLOWSHIPS (FLAS)</b>	<b>\$331,500</b>	<b>\$331,500</b>	<b>\$331,500</b>	<b>\$331,500</b>	<b>\$1,326,000</b>	
<b>TOTAL NRC AND FLAS BUDGET</b>	<b>\$603,331</b>	<b>\$604,680</b>	<b>\$607,116</b>	<b>\$607,401</b>	<b>\$2,422,528</b>	

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Budget - 5